

External Review Team (ERT) Report Instrument

**Intervention and Assistance Program
Office of School Quality
Division of Curriculum Services and Assessment**



Revised for School Year 2006–07

School: _____

ERT members: chairperson _____ member _____ member _____

FOCUS AREAS

Leadership and Governance

Curriculum and Instruction

Professional Development

Performance



ERT Report Instrument

**Intervention and Assistance Program
Office of School Quality
Division of Curriculum Services and Assessment**

Leadership and Governance

Revised for School Year 2006–07

School: _____

FOCUS AREA: Leadership and Governance		
Number L&G 1	Reference 59-18-110 59-1-440	STANDARD: The school evidences an acceptance of shared responsibility for improving student performance by administrators, teachers, parents, students, and the community and takes action to improve classroom practice and student performance. * District-driven with district responsibility

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 1.1	<p>The school uses district policies and procedures to support the use of academic achievement standards to assist the school and students in achieving higher levels of performance by ensuring that materials, strategies, curriculum components, instruction, and assessments lead toward mastery of state standards and assessments.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> There are some local policies or procedures to support the use of academic achievement standards to assist the school and students in achieving higher levels of performance by ensuring that materials, strategies, curriculum components, instruction, and assessments lead toward mastery of state standards and assessments.</p> <p><input type="checkbox"/> Policies or procedures exist that support the use</p>	<p><input type="checkbox"/> The school leadership must review, revise, and/or modify existing polices or procedures to support the use of academic achievement standards that assist schools and students in achieving higher performance by ensuring that materials, strategies, curriculum components, instruction, and assessments lead toward mastery of state standards and assessments.</p> <p><input type="checkbox"/> The school leadership must take immediate action to enforce existing policies or procedures that support the use of academic achievement standards to assist the school and students in achieving higher levels of performance by ensuring that materials, strategies, curriculum components, instruction, and assessments lead toward mastery of state standards and assessments.</p> <p><input type="checkbox"/> The school leadership must develop policies and procedures to support the use of the academic achievement standards that assist schools and students in achieving higher performance by ensuring that materials, strategies, curriculum components, instruction, and assessments lead toward mastery of</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Broker services through the South Carolina School Board Association to</p> <ul style="list-style-type: none"> provide an annual policy workshop or policy review with the board; review the Board’s policies prior to adoption; review all new or revised policies formally adopted by the board for content, format, and legal compliance; and provide sample policies and procedures upon request. <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
	<p>of academic achievement standards to assist the school and students in achieving higher levels of performance by ensuring that materials, strategies, curriculum components, instruction, and assessments lead toward mastery of state standards and assessments; however, they are not being followed.</p> <p><input type="checkbox"/> There are no policies or procedures on the local level that support academic achievement standards of performance by ensuring that materials, strategies, curriculum components, instruction, and assessments lead toward mastery of state standards and assessments.</p>	state standards and assessments.		
L&G 1.2	<p>The district has policies or procedures to ensure the identification and provision of resources designed to strengthen the process of teaching and learning in the classroom, improve student performance, and address gaps in student performance. Funds are allocated on the basis of priorities identified in the district strategic plan or school renewal plan.</p> <p>* District-driven with district responsibility</p> <p>Comments for Consideration:</p>	Comments for Consideration:	District Responsibility	<p>Office of School Quality Resources</p> <ul style="list-style-type: none">• Provide or broker a workshop on writing policies and procedures.• Monitor the implementation of the recommendations of the ERT.• Broker services through the South Carolina School Boards Association to<ul style="list-style-type: none">• provide an annual policy workshop or policy review with the board;• provide research to assist districts with making quality decisions relating to policies and procedures;• review all new or revised policies formally adopted by the local board for content, format, and legal compliance; and• provide sample policies upon request.

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 1.3	<p>The school’s master schedule provides maximum time for teaching and learning.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> The master schedule is generally supportive of teaching and learning; however, modifications could be made to improve its overall effectiveness.</p> <p><input type="checkbox"/> The school’s master schedule does not maximize opportunities or ensure that priority is given during the school day to teaching and learning.</p>	<p><input type="checkbox"/> The school leadership must revise and/or modify the existing schedule to ensure that it maximizes time for teaching and learning.</p> <p><input type="checkbox"/> The school leadership must implement a schedule that maximizes time for teaching and learning.</p> <p><input type="checkbox"/> School leadership must establish a system that maximizes teaching and learning opportunities and protects classroom-learning time.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p> <p>Office of School Leadership</p> <p><input type="checkbox"/> Provide sessions on scheduling and instructional monitoring.</p> <p><input type="checkbox"/> Provide consultation and/or formal professional growth opportunities on time management and the principal as the instructional leader.</p> <p><input type="checkbox"/> Offer priority enrollment for appropriate school leaders in the OSL continuum of leadership and services.</p>

FOCUS AREA: Leadership and Governance		
Number L&G 2	Reference 59-24-30 59-24-40	STANDARD: School administrators have individual professional growth plans with annual updates to support their individual growth and district and school needs as defined by the district strategic plan and the school renewal plan.

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 2.1	<p>The individual professional growth plan for the principal is developed using the State Board of Education’s criteria and standards for principal performance.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> The principal’s individual professional growth plan does not include all of the required elements or is not aligned with the school renewal plan.</p> <p><input type="checkbox"/> The principal does not have a professional growth plan.</p>	<p><input type="checkbox"/> The professional growth plan for the principal must be reviewed and updated so that it is complete and compliant with the State Board of Education’s criteria and standards for principal performance.</p> <p><input type="checkbox"/> An individual professional growth plan for the principal that is complete and compliant with the State Board of Education’s criteria and standards for principal performance must be created immediately.</p>		<p>Office of School Leadership</p> <p><input type="checkbox"/> Provide consultation and/or formal professional growth opportunities on development of individual professional growth plans.</p> <p><input type="checkbox"/> Offer priority enrollment for appropriate school leaders in the OSL continuum of leadership and services.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 2.2	<p>All other school administrators have ongoing individual professional development plans with annual updates that are appropriate to their roles or positions and are aligned with the school renewal plan.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> The professional development plans are not appropriate to the administrators' duties or are not aligned to the school renewal plan.</p> <p><input type="checkbox"/> The professional development plans are on file but are not being implemented.</p> <p><input type="checkbox"/> School administrators other than the principal do not have professional development plans.</p>	<p><input type="checkbox"/> The individual professional development plans for school administrators must be updated or modified to ensure that they are appropriate to their roles or positions and are aligned to the school renewal plan.</p> <p><input type="checkbox"/> The school leadership must take action to implement the professional development plans for all other administrators.</p> <p><input type="checkbox"/> Individual professional development plans for school administrators must be created. The plans must be appropriate to their roles or positions and aligned to the school renewal plan.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p> <p>Office of School Leadership</p> <p><input type="checkbox"/> Provide consultation and/or formal professional growth opportunities on development of individual professional growth plans.</p> <p><input type="checkbox"/> Offer priority enrollment for appropriate school leaders in the OSL continuum of leadership and services.</p>

FOCUS AREA: Leadership and Governance		
Number L&G 3	Reference 59-18-1300	STANDARD: Principals are involved in the selection, discipline, and dismissal of personnel in their schools . * District-driven with district responsibility

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 3.1	<p>Local polices or procedures direct principals to be actively involved in the selection, discipline, and dismissal of personnel in their schools, and those policies are followed.</p> <p>* District-driven with district responsibility</p> <p>Comments for Consideration:</p>	<p>Comments for Consideration:</p>	<p>District Responsibility</p>	<p>Office of School Leadership Resources</p> <ul style="list-style-type: none"> • Provide training for principals through the SLEI sessions on working with teachers. • Provide consultation and/or formal professional growth opportunities on human resource management. • Offer priority enrollment for appropriate school leaders in the OSL continuum of leadership and services. <p>Office of School Quality Resources</p> <ul style="list-style-type: none"> • Broker services for writing policies and procedures. • Monitor the implementation of the recommendations of the ERT.

FOCUS AREA: Leadership and Governance		
Number L&G 4	Reference 59-139-10 59-139-20 59-1-450 59-36-20	STANDARD: The school has an early childhood initiative that includes staff training to prepare teachers and administrators in teaching techniques and strategies needed to implement that initiative. *This standard should be reviewed only for schools serving students in kindergarten through grade three. ** District-driven with district responsibility

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 4.1	<p>The district strategic plan includes an early childhood initiative that integrates the planning and direction of the half-day program for four-year-olds, a parenting program, early childhood assistance, school practices in kindergarten through grade three, and any other federal, state, or district programs for preschool children in the district; and these initiatives are being fully implemented.</p> <p>** District-driven with district responsibility</p> <p>Comments for Consideration:</p>	Comments for Consideration:	District Responsibility	<p>Office of Early Childhood Education Resources</p> <ul style="list-style-type: none"> • Provide professional development, which will assist districts as they seek to recruit parents of children who qualify for early childhood programs. • Provide guidance in selecting approved parent education programs offered to parents of children who qualify for early childhood assistance. • Provide training in appropriate early childhood practices and parenting programs. • Provide training and assistance to districts in developing the early childhood assets study. • Visit, monitor, and evaluate the early childhood programs regularly and provide feedback to the district. • Provide administrators with training in

Number	Indicator	Recommendations	Time Frames	Technical Assistance
				<p>using the early childhood evaluation instrument.</p> <ul style="list-style-type: none">• Provide workshops to review compliance requirements.• Recommend and coordinate site visits to exemplary early childhood programs with similar demographics.• Provide a workshop on Title I guidelines for parenting programs and staff training.• Provide guidance in coordinating funds from state and federal sources. <p>Office of Curriculum and Standards Resources</p> <ul style="list-style-type: none">• Provide information on coordination of federal funds. <p>Office of School Quality Resources</p> <ul style="list-style-type: none">• Provide or broker services to assist in writing district strategic plans.• Monitor the implementation of the recommendations of the ERT.

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 4.2	<p>The school leadership will design and implement a developmentally appropriate curriculum model from preschool through grade three, based on a needs assessment and on strategies found to be effective in research.</p> <p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> The preschool, kindergarten, and primary curriculum models are approved through the Office of Early Childhood Education.</p> <p><input type="checkbox"/> The preschool through third grade curriculum is not based on the needs of the students in that the school and/or is not based on strategies found to be effective in research.</p> <p><input type="checkbox"/> The preschool through third grade curriculum is appropriate and uses sound research-based strategies; however, it is not being implemented as written.</p> <p><input type="checkbox"/> The school does not have a curriculum for grades preschool through third grade.</p>	<p><input type="checkbox"/> The school leadership must review and revise the curriculum for grades preschool through grade three to ensure that it is based on a needs assessment and on strategies found to be effective in research.</p> <p><input type="checkbox"/> The school leadership must take action to ensure that the approved preschool through grade three curriculum is being fully implemented in the classroom.</p> <p><input type="checkbox"/> The school leadership must design and implement a developmentally appropriate curriculum model for preschool through grade three, based on a needs assessment and on strategies found to be effective in research.</p>		<p>Office of Early Childhood Education</p> <p><input type="checkbox"/> Provide professional development on appropriate early childhood curriculum/teaching models, serving preschool through grade three.</p> <p><input type="checkbox"/> Visit, monitor, and evaluate the curriculum models for preschool through grade three.</p> <p><input type="checkbox"/> Recommend and coordinate site visits to exemplary early childhood programs with similar demographics.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p> <p>Office of Curriculum and Standards</p> <p><input type="checkbox"/> Provide professional development in how to review curricula with a focus on data.</p>

FOCUS AREA: Leadership and Governance		
Number L&G 5	Reference 59-139-10	STANDARD: The school has established academic assistance initiatives for all grade levels.

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 5.1	<p>The school has an academic assistance initiative to support students with academic difficulties in all grades (preschool through grade twelve) so that they are able to progress academically with their peers.</p> <p>Options may include</p> <ol style="list-style-type: none"> extended-day and/or weekend programs, extended school year, tutorial programs, floating teachers assigned to work with students who have academic difficulties, school wide student assistance or intervention team, and alternatives to the above options. <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> The school has an academic assistance initiative intended to support students with academic difficulties; however, it is not being implemented appropriately.</p> <p><input type="checkbox"/> The school does not have an academic assistance initiative for the grade levels it serves.</p>	<p><input type="checkbox"/> The school leadership must review and revise and/or modify the existing academic assistance initiative to better support students with academic difficulties so that they are able to progress academically with their peers.</p> <p><input type="checkbox"/> The school leadership should consider adding the following initiatives to the academic assistance program:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Extended-day and/or weekend programs <input type="checkbox"/> Extended school year <input type="checkbox"/> Tutorial programs <input type="checkbox"/> Floating teachers assigned to work with students who have academic difficulties <p><input type="checkbox"/> The school leadership must provide an appropriate academic assistance initiative designed to enable students having academic difficulties to progress academically with their peers.</p>		<p>Office of Curriculum and Standards</p> <p><input type="checkbox"/> Provide suggestions and guidance for the implementation of effective academic assistance procedures.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Provide or broker services to help the school establish an academic assistance initiative.</p> <p><input type="checkbox"/> Provide assistance in finding new and innovative programs that might be used for supporting students with academic assistance.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

FOCUS AREA: Leadership and Governance		
Number L&G 6	Reference 59-18-500	STANDARD: Schools have academic plans for individual students who are lacking the skills to perform at current grade levels. The plans were developed using the Education Accountability Act of 1998 guidelines for academic plans for students (APSs).* *This standard should be reviewed only for schools serving students in grades three through eight. ** District-driven with district responsibility

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 6.1	The district has a policy for Academic Plans for Students that is consistent with state APS Guidelines. The policy and procedures are disseminated to all parents (grades 3-8) and are understood by all faculty members. ** District-driven with district responsibility Comments for Consideration:	Comments for Consideration:	District Responsibility	Office of School Quality Resources <ul style="list-style-type: none"> • Provide assistance for the school/ district in reviewing the State’s guidelines for academic plans for students. • Provide a workshop on formulating a strategy for the systemic use of academic plans. • Provide suggestions and guidance for the implementation of effective academic plans. • Provide assistance on developing and implementing a policy and procedures relating to students with limited English proficiency (LEP). • Monitor the implementation of the recommendations of the ERT.

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 6.2	<p>The school includes students along with parents and appropriate school personnel in the APS conference ensuring that the APS is tailored to the specific needs of the student.</p> <p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> Parents/guardians of students needing an APS do not consistently participate in APS conferences.</p> <p><input type="checkbox"/> Students needing an APS do not consistently participate in APS conferences.</p> <p><input type="checkbox"/> Appropriate school faculty members do not consistently participate in APS conferences.</p> <p><input type="checkbox"/> The APS is not tailored to the specific needs of the student.</p> <p><input type="checkbox"/> The school does not include students along with parents and appropriate school personnel in the APS conference.</p>	<p><input type="checkbox"/> The school leadership must develop and implement a system to ensure that parents, students and appropriate faculty members fully participate in APS conferences and the APS is tailored to the specific student’s needs.</p> <p><input type="checkbox"/> The school leadership must develop and implement a system that ensures that all parents/guardians of students needing an APS are notified in an appropriate and timely manner.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Provide information and technical assistance for the school/district to outline the implementation of the academic plan process.</p> <p><input type="checkbox"/> Provide assistance for the school/district in reviewing the State’s guidelines for APS.</p> <p><input type="checkbox"/> Assist the school/districts with the development and writing of policies and procedures related to academic plans.</p> <p><input type="checkbox"/> Provide suggestions and guidance for the implementation of an effective program for academic plans for students.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 6.3	<p>Academic plans are monitored each grading period, and there is a method for notifying parents of ongoing progress. Appropriate action is taken when students are not making expected progress.</p> <p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> All academic plans are monitored; however, they are not reviewed quarterly.</p> <p><input type="checkbox"/> Some, but not all, academic plans are reviewed quarterly.</p> <p><input type="checkbox"/> Academic plans are reviewed quarterly; however, parents are not notified of ongoing progress.</p> <p><input type="checkbox"/> Academic plans are monitored quarterly; however, no action is taken when students are not meeting expected progress.</p> <p><input type="checkbox"/> Academic plans are not monitored quarterly.</p>	<p><input type="checkbox"/> The school leadership must develop and implement a system that ensures all APSs are reviewed at least quarterly, parents are notified of the results of the review, and appropriate action is taken when students are not meeting expected progress.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Provide information and technical assistance for the school to assist the school in developing an APS monitoring system.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 6.4	<p>Students not meeting grade level standards at the end of their first APS year are notified—at that time—that they will be on academic probation in their second APS year (the school should attempt to accomplish this in an end-of-year conference with the parents and students) and action is taken to assist the students in meeting their APS goals.</p> <p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> Students not meeting grade level standards at the end of their first APS year are placed on academic probation; however, they are not formally notified of their status.</p> <p><input type="checkbox"/> Some students not meeting grade level standards at the end of their first APS year are not placed on academic probation in their second APS year.</p> <p><input type="checkbox"/> Most students not meeting grade level standards at the end of their first APS year are not placed on academic probation in their second APS year.</p>	<p><input type="checkbox"/> The school leadership must immediately develop and implement a system that ensures that <u>all</u> students not meeting grade level standards at the end of their first APS year are notified in writing that they will be on academic probation in their second APS year.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Provide information and technical assistance for the school to assist the school in developing an APS monitoring system.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 6.5	<p>All second year APS students not meeting standards after the first year are required to attend summer school or a comprehensive remediation program that meets EAA APS standards.</p> <p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> Some second year APS students do not attend a comprehensive remediation program or summer school.</p> <p><input type="checkbox"/> All second year APS students attend a summer school or comprehensive remediation program; however, the program does not meet EAA APS standards.</p> <p><input type="checkbox"/> Most second year APS students do not attend a comprehensive remediation program or summer school.</p> <p><input type="checkbox"/> No summer school or comprehensive remediation program is available to second year APS students.</p>	<p><input type="checkbox"/> The school leadership must immediately modify their summer school or comprehensive remediation program to ensure that it meets EAA APS standards.</p> <p><input type="checkbox"/> The school leadership must immediately develop and implement a system that ensures that <u>all</u> second year APS students attend summer school or a comprehensive remediation program that meets the Education Accountability Act of 1998 APS guidelines/standards.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Provide information and technical assistance for the school to assist the school in developing an APS monitoring system.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 6.6	<p>Students not meeting grade level standards at the end of their APS probation year (or second APS summer school if applicable) are notified—at that time—that they will be retained (the school should attempt to accomplish this in an end-of-year conference with the parents and students), and action is taken to assist the students in meeting their APS goals.</p> <p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> Students not meeting grade level standards at the end of their second APS year are retained; however, they are not formally notified in advance of their status.</p> <p><input type="checkbox"/> Some students not meeting grade level standards at the end of their second APS year are not retained.</p> <p><input type="checkbox"/> No action is taken to assist students who are retained in meeting their APS goals.</p> <p><input type="checkbox"/> Most students not meeting grade level standards at the end of their second APS year are not retained.</p>	<p><input type="checkbox"/> The school leadership must immediately develop and implement a system that ensures that <u>all</u> students not meeting grade level standards at the end of their second year are retained, and action is taken to assist these students in meeting their APS goals.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Provide information and technical assistance for the school to assist the school in developing an APS monitoring system.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 6.7	<p>The school/district maintains individualized, accurate and complete records of APSs in students’ permanent records, uses this information to guide development and implementation of continuing APSs, and forwards this information when a student transfers to another school.</p> <p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> Some APS student records were not accurate or complete.</p> <p><input type="checkbox"/> Records were complete but were not transferred when the student transferred.</p> <p><input type="checkbox"/> Most APS student records were not accurate or complete.</p> <p><input type="checkbox"/> The school does not have an established system for maintaining APS records.</p>	<p><input type="checkbox"/> The school leadership must immediately improve their system for maintaining APS records to ensure that they are accurate and complete.</p> <p><input type="checkbox"/> The school leadership must take steps to ensure that all APS records are forwarded to the receiving school when an APS student transfers.</p> <p><input type="checkbox"/> The school leadership must immediately develop and implement a system that ensures all APS records are accurate and complete.</p>		<p>Office of Curriculum and Standards</p> <p><input type="checkbox"/> Assist school/district in the development of a record-keeping system for academic plans for students.</p> <p><input type="checkbox"/> Provide information and technical assistance for the school to assist the school in developing an APS monitoring system.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

FOCUS AREA: Leadership and Governance		
Number L&G 7	Reference 59-18-1500 59-20-60 59-139-10	STANDARD: The school renewal plan is developed every five years, is coordinated with the district strategic plan, and is reviewed and revised annually with input from principals, parents/guardians, teachers, the School Improvement Council (SIC), and community members. All areas of school improvement are incorporated into one comprehensive plan. * District-driven with district responsibility

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 7.1	Principals, parents/guardians, teachers, the SIC, and community members are involved in the annual review and revision of the school renewal plan. Findings: <input type="checkbox"/> The above indicator is fulfilled. <input type="checkbox"/> The above indicator is unfulfilled. <input type="checkbox"/> Some, but not all, key stakeholders are actively involved in the annual review and revision of the school renewal plan. <input type="checkbox"/> There is no documentation to suggest that principals, parents/guardians, teachers, the SIC, and community members were collectively involved in the annual review and revision of the district strategic plan and the school renewal plan. <input type="checkbox"/> The school does not have an up-to-date school renewal plan.	<input type="checkbox"/> The school leadership must provide professional development with regard to forming collaborative relationships between school and community. <input type="checkbox"/> The school leadership must establish written goals and strategies to improve community, parental, and staff involvement in the annual review and revision of the district strategic plan and the school renewal plan. <input type="checkbox"/> The school leadership must ensure that all key stakeholders are included in the annual review and revision of the district strategic plan and the school renewal plan. <input type="checkbox"/> The school leadership must take immediate steps to develop and implement a school renewal plan.		Office of Technology <input type="checkbox"/> Provide suggestions and guidance on aligning the district technology plan with the district strategic plan and the school renewal plan. Office of School Quality <input type="checkbox"/> Assist the school with the development of the school renewal plan. <input type="checkbox"/> Monitor the implementation of the recommendations of the ERT. Office of School Leadership <input type="checkbox"/> Provide consultation and/or formal professional growth opportunities on the development and implementation of an effective school renewal plan. <input type="checkbox"/> Offer priority enrollment for appropriate school leaders in the OSL continuum of leadership.

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 7.2	<p>Assessments of the effectiveness of strategies in the school renewal plan provide data regarding the impact of strategies and indicate whether they should be continued, modified, or terminated.</p> <p>(Data-driven decisions)</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> Some data are used to make decisions on whether strategies should be continued, modified, or terminated; however, data analysis is not routinely used in the decision-making process.</p> <p><input type="checkbox"/> There is no assessment of the effectiveness of strategies in the school renewal plan.</p> <p><input type="checkbox"/> There are no data for the assessment of strategies in the school renewal plan.</p>	<p><input type="checkbox"/> The school leadership must review the existing assessment plan and revise and/or modify it to include the use of data and the effectiveness of strategies in the school renewal plan; provide data regarding the impact of strategies; and indicate whether they should be continued, modified, or terminated.</p> <p><input type="checkbox"/> The school leadership must develop an assessment plan that has an implementation timeline and that uses data to assess the effectiveness of the strategies in the school renewal plan. The assessment plan should use data to determine the impact of the strategies and indicate whether they should be continued, modified, or terminated.</p>		<p>Office of Assessment</p> <p><input type="checkbox"/> Provide or broker assistance to establish a procedure for determining the effectiveness of the strategies in the school renewal plan.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Provide strategic planning workshops that address planning, implementing, and evaluating the success of the plan.</p> <p><input type="checkbox"/> Broker consultant services to assist schools with school renewal plan evaluation.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 7.3	<p>The district delineates the strategies and the support that it will provide to a school to assist in the implementation of the school renewal plan.</p> <p>* District-driven with district responsibility</p> <p>Comments for Consideration:</p>	<p>Comments for Consideration:</p>	<p>District Responsibility</p>	<p>Office of School Quality Resources</p> <ul style="list-style-type: none">• Provide strategic planning workshops that address the implementation of district’s school renewal plans.• Broker consultant services to provide planning workshops for writing school renewal plans.• Monitor the implementation of the recommendations of the ERT.
L&G 7.4	<p>The school renewal plan integrates the needs, goals, objectives, strategies, and evaluation methods found in the district strategic plan.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> The school renewal plan does not integrate all aspects of the needs, goals, objectives, strategies, and evaluation methods found in the district strategic plan.</p> <p><input type="checkbox"/> The school renewal plan is not aligned with the district strategic plan.</p>	<p><input type="checkbox"/> The school leadership must review, revise, and/or modify the school renewal plan to integrate all aspects of needs, goals, objectives, strategies, and evaluation methods found in the district strategic plan.</p> <p><input type="checkbox"/> The school leadership must review, revise, and/or modify the school renewal plan to include strategies found to be effective by education research.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Provide or broker strategic planning workshops that address the integration of needs, goals, objectives, strategies, and evaluation methods found in school renewal plans.</p> <p><input type="checkbox"/> Provide research-based proposals for plans to improve student achievement</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

FOCUS AREA: Leadership and Governance		
Number L&G 8	Reference 59-18-1500 59-5-65	STANDARD: The school fosters the success of all students by providing a positive, safe environment that is student-centered and has high expectations for all students.

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 8.1	<p>The school has established programs that promote positive intellectual, social, and emotional growth for all students.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> The school has sufficient programs that promote intellectual, social, and emotional growth, but they have limited availability to students.</p> <p><input type="checkbox"/> The school has a limited number of programs that promote intellectual, social, and emotional growth, which are not sufficient for the student population.</p> <p><input type="checkbox"/> There is no evidence that the school has programs in place that promote students’ intellectual, social, and emotional growth.</p>	<p><input type="checkbox"/> The school must enhance existing programs that promote students’ intellectual, social, and emotional growth and ensure that these programs are available to all students.</p> <p><input type="checkbox"/> The school must take immediate action to develop and implement programs that promote students’ intellectual, social, and emotional growth and make those programs available to all students.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p> <p>Office of Early Childhood Education</p> <p><input type="checkbox"/> Review the South Carolina Readiness Assessment scores for the district in the areas of social/emotional development.</p> <p><input type="checkbox"/> Assist the district in coordinating professional development to address overall weaknesses.</p> <p>Office of School Leadership</p> <p><input type="checkbox"/> Provide consultation and/or formal professional growth opportunities on school climate and culture.</p> <p><input type="checkbox"/> Offer priority enrollment for appropriate school leaders in the OSL continuum of leadership and services.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 8.2	<p>The school has procedures in place that deal with student misconduct in a prompt and effective manner.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> There are discipline policies in place, but they are limited in effectiveness and/or are not accessible to parents and students.</p> <p><input type="checkbox"/> There is not a system in place to maintain records of disruptive behavior.</p> <p><input type="checkbox"/> The school does not have discipline policies in place.</p>	<p><input type="checkbox"/> The school leadership must modify and implement discipline policies that deal with student misconduct in a prompt and effective manner.</p> <p><input type="checkbox"/> The school leadership must devise a plan to maintain records of disruptive behavior.</p> <p><input type="checkbox"/> The school leadership must take immediate action to develop and implement an effective and accessible discipline plan at the school.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p> <p>Office of School Leadership</p> <p><input type="checkbox"/> Provide consultation and/or formal professional growth opportunities on effective school discipline systems.</p> <p><input type="checkbox"/> Offer priority enrollment for appropriate school leaders in the OSL continuum of leadership and services.</p>
L&G 8.3	<p>The physical condition of the facility is clean, safe, and well-equipped.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> Overall, the school is clean, safe and well equipped; however, there are some areas of the school that need attention.</p> <p><input type="checkbox"/> The school is not clean, safe and/or well equipped.</p> <p><input type="checkbox"/> Early childhood classrooms (preK and K) do not meet health and safety criteria that are appropriate for young children.</p>	<p><input type="checkbox"/> The district/school leadership must immediately assess all areas of the school and take action to ensure that they are clean, safe, and well-equipped.</p> <p><input type="checkbox"/> The school/district must take immediate action to develop and implement a plan to improve the condition of the school facility, ensuring that it is always clean, safe, and well-equipped.</p> <p><input type="checkbox"/> The school district must take immediate action to request state assessment of health and safety preK and K evaluation.</p> <p><input type="checkbox"/> The school district must take immediate action to comply with all recommendations following a state assessment of preK and K classrooms.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p> <p>Office of Early Childhood Education</p> <p><input type="checkbox"/> Assess preK and K classrooms in the areas of health and safety.</p> <p><input type="checkbox"/> Assist school district in meeting the health and safety deficits found in the assessment of preK and K classrooms.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 8.4	<p>The school has written safe schools checklists that are routinely used to assess safety strengths and weaknesses, and school staff members are prepared to react in an emergency situation.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> The school has written safe schools checklists; however, they are not routinely used to assess safety strengths and weaknesses.</p> <p><input type="checkbox"/> The school has written safe schools checklists; however, the staff members are not prepared to react in an emergency situation.</p> <p><input type="checkbox"/> The school does not have written safe school checklists that are routinely used to assess safety strengths and weaknesses, and school staff members are not prepared to react in an emergency situation.</p>	<p><input type="checkbox"/> The school leadership must routinely use the existing safe school checklists to assess safety strengths and weaknesses.</p> <p><input type="checkbox"/> The school leadership must immediately provide staff with preparedness training and/or drills to ensure that they are adequately prepared to respond to an emergency situation.</p> <p><input type="checkbox"/> The school leadership must take immediate action to develop an emergency action plan and provide an orientation of the plan to students and teachers.</p> <p><input type="checkbox"/> The school leadership must immediately develop, disseminate and implement safe schools checklist(s) to assess safety strengths and weaknesses.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p> <p>Office of Safe Schools and Youth Services</p> <p><input type="checkbox"/> Provide information/ training about the Safe and Drug free programs and school safety issues i.e., Uniform Management Information Reporting Systems (UMIRS) and Persistently Dangerous.</p>

FOCUS AREA: Leadership and Governance		
Number L&G 9	Reference 59-18-320 59-30-10 PL107-110 59-18-310	STANDARD: Standardized testing is administered in accordance with the requirements of the Education Accountability Act of 1998 and No Child Left Behind (NCLB), and the school has programs and services in place to assist students who fail the standardized tests.

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 9.1	<p>* The PACT is administered to <i>all</i> students in grades three through eight. Students with disabilities participate in the PACT with accommodations, modifications, or South Carolina Alternate Assessment (SC-Alt) as outlined in their IEP.</p> <p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> It appears that all students are being appropriately tested; however, the school does not have an established system to monitor the testing process.</p> <p><input type="checkbox"/> Teachers are not familiar with the SC-Alt.</p> <p><input type="checkbox"/> Documents indicate that not all students in grades three through eight were given the PACT or the SC-Alt.</p> <p><input type="checkbox"/> Test administration plans do not include accommodations and/or modifications for all tested core subjects.</p> <p>* This indicator should be reviewed only for grades three through eight.</p>	<p><input type="checkbox"/> Before the next testing cycle, the school leadership must provide in-service to teachers regarding the SC-Alt and how to design appropriate accommodations and/or modifications of students served with IEPs.</p> <p><input type="checkbox"/> The school leadership must establish a system to ensure that the PACT or the SC-Alt will be administered to all students in grades three through eight.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 9.2	<p>* The South Carolina High School Assessment Program (HSAP) test is administered to all eligible students who meet the HSAP Participation Guidelines, unless they meet the state qualifications for alternate assessment.</p> <p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> It appears that all students are being appropriately tested; however, the school does not have an established system to monitor the testing process.</p> <p><input type="checkbox"/> The HSAP test is not administered to all students who meet the HSAP participation guidelines.</p> <p><input type="checkbox"/> Students that fail the HSAP test are not retested up to four times.</p> <p>* This indicator should be only for grades nine through twelve.</p>	<p><input type="checkbox"/> The school leadership must establish a system that ensures that the South Carolina High School Assessment Program (HSAP) test is administered to all eligible students who meet the HSAP Participation Guidelines,** unless they meet state qualifications for the HSAP-Alt. The system must ensure that students who have not passed the test will be retested.</p> <p>** Refer to HSAP Participation Guidelines.</p>		<p>Office of Assessment</p> <p><input type="checkbox"/> Conduct training for district test coordinators on the administration of the HSAP test.</p> <p><input type="checkbox"/> Provide workshop on how to analyze the data on students who repeat taking the HSAP test.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 9.3	<p>* The school has remediation programs to assist those students who score below basic on the PACT.</p> <p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> The remedial programs in place at the school do not address the needs of students who score below basic on the PACT.</p> <p><input type="checkbox"/> The school does not have remedial programs in place to assist those students who score below basic on the PACT.</p> <p>* This indicator should be reviewed only for grades three through eight.</p>	<p><input type="checkbox"/> The school leadership must review and revise their remedial programs to ensure that they address the needs of students who score below basic on the PACT.</p> <p><input type="checkbox"/> The school leadership must immediately develop and implement remedial programs to assist those students who score below basic on the PACT.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 9.4	<p>* The school has remedial programs to assist those students who do not pass the HSAP test, one of the requirements for receiving a South Carolina high school diploma.</p> <p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> The remedial programs in place at the school do not address the needs of students who do not pass the HSAP test.</p> <p><input type="checkbox"/> The school does not have remedial programs in place to assist those students who do not pass the HSAP test.</p> <p> </p> <p>* This indicator should be reviewed only for grades nine through twelve.</p>	<p><input type="checkbox"/> The school leadership must review and revise their remedial programs to ensure that they address the needs of students who do not pass the HSAP test.**</p> <p><input type="checkbox"/> The school leadership must immediately develop and implement remedial programs to assist those students who do not pass the HSAP test.**</p> <p> </p> <p>** Refer to HSAP Participation Guidelines.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 9.5	<p>The English Language Development Assessment (ELDA) is administered to <i>all</i> Limited English Proficient (LEP) students in grades K-12 in accordance with LEP guidelines. Students with disabilities participate in the ELDA with accommodations and modifications.</p> <p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> It appears that all LEP students are being appropriately tested; however, the school does not have an established system to monitor the testing process.</p> <p><input type="checkbox"/> Teachers are not familiar with the ELDA.</p> <p><input type="checkbox"/> Documents indicate that not all LEP students in grades K-12 were given the ELDA.</p>	<p><input type="checkbox"/> Before the next testing cycle, the school leadership must provide in-service to all LEP teachers and testing coordinators regarding the ELDA and how to design appropriate accommodations and/or modifications of students served with IEPs.</p> <p><input type="checkbox"/> The school leadership must establish a system to ensure that the ELDA will be administered to all students in grades K-12.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 9.6	<p>The South Carolina Assessment End of Course Exam Program (EOCEP) is administered to all students enrolled in courses in which EOCEP is required.</p> <p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> It appears that all students enrolled in courses in which EOCEP is required are being appropriately tested; however, the school does not have an established system to monitor the testing process.</p> <p><input type="checkbox"/> The EOCEP is not administered to all students enrolled in courses in which EOCEP is required.</p> <p><input type="checkbox"/> The EOCEP is not administered within the specified time frame.</p> <p><input type="checkbox"/> Teachers do not use the EOCEP results as 20% of the students' final grade.</p> <p><input type="checkbox"/> No plan is in place for ensuring content standards are distributed on the first day of courses in which the EOCEP is required.</p>	<p><input type="checkbox"/> The school leadership must establish a system that ensures the South Carolina End of Course Exam Program (EOCEP) is administered to all students enrolled in courses in which the EOCEP is required within the specified time frame and has an established system to monitor the testing process.</p> <p><input type="checkbox"/> The school leadership must establish a system that ensures the South Carolina End of Course Exam Program (EOCEP) is calculated as 20% of the students' final grade.</p> <p><input type="checkbox"/> The school leadership must establish a system that ensures the content standards are distributed on the first day of courses in which the South Carolina End of Course Exam Program (EOCEP) is required.</p>		<p>Office of Assessment</p> <p><input type="checkbox"/> Conduct training for district test coordinators on the administration of the EOCEP.</p> <p><input type="checkbox"/> Provide workshop on how to analyze the data on students who take the EOCEP.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

FOCUS AREA: Leadership and Governance		
Number L&G 10	Reference 59-18-350	<p>*STANDARD: The school offers state-funded PSAT or PLAN testing.</p> <p>*This standard should be reviewed only for schools serving students in grades ten through twelve.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 10.1	<p>* High schools offer to all tenth-grade students the opportunity to take state-funded PSAT or PLAN tests in order to assess and identify curricular areas that need to be strengthened and reinforced.</p> <p>Findings:</p> <p><input type="checkbox"/> Not applicable.</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> All tenth-grade students are given the opportunity to take the state-funded PSAT or PLAN; however, the results are not used to assess and identify curricular areas that need to be strengthened and reinforced.</p> <p><input type="checkbox"/> There is no documentation to confirm that all tenth-grade students are given the opportunity to take the PSAT or PLAN tests.</p> <p>* This indicator should be reviewed only for schools serving grades ten through twelve.</p>	<p><input type="checkbox"/> The school leadership must establish a process to use PSAT or PLAN results to assess and inform revisions, additions, and/or modifications to the curricula.</p> <p><input type="checkbox"/> The school leadership must develop a system that ensures that every tenth-grade student is given the opportunity to take the PSAT or PLAN testing.</p>		<p>Office of Assessment</p> <p><input type="checkbox"/> Provide training for a building-level test coordinator.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 10.2	<p>* The school uses PSAT or PLAN testing to provide guidance and direction to parents and students as they plan for postsecondary experiences.</p> <p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> All tenth-grade students are given the opportunity to take the state-funded PSAT or PLAN; however, results are not used to provide guidance and direction to parents and students as they plan for postsecondary experiences.</p> <p><input type="checkbox"/> There is no documentation to confirm that all tenth-grade students are given the opportunity to take the PSAT or PLAN tests.</p> <p>* This indicator should be reviewed only for schools serving grades ten through twelve.</p>	<p><input type="checkbox"/> The school leadership must plan and implement a workshop for students in the tenth grade and above and their parents to discuss how the results of PSAT or PLAN tests may be used to plan for postsecondary experiences.</p> <p><input type="checkbox"/> The school leadership must develop a system that ensures that every tenth-grade student is given PSAT or PLAN testing.</p>		<p>Office of High School Redesign and ACT/SAT Improvement</p> <p><input type="checkbox"/> Assist guidance counselors and curriculum coordinators/leaders in interpreting results of PSAT and PLAN testing.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

FOCUS AREA: Leadership and Governance		
Number L&G 11	Reference 59-20-60	STANDARD: The school has a viable and active School Improvement Council (SIC) that is focused on school and student performance.

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 11.1	<p>The SIC membership includes the principal, other ex-officio members, two elected parents, two elected teachers, and two non-parent community members (high school SICs also must have two elected students). The SIC meets at least monthly during the school year, to develop and/or revise the school renewal plan and/or the writing of the annual updates to the plan.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> The membership of the SIC is incomplete.</p> <p><input type="checkbox"/> The SIC does not meet at least monthly.</p> <p><input type="checkbox"/> The school does not have an active SIC.</p> <p><input type="checkbox"/> The SIC was made aware of the contents of the school renewal plan and had some input but did not participate in writing these documents.</p> <p><input type="checkbox"/> The SIC was not involved in the development or revision of the school renewal plan and/or writing of the annual updates of the plan.</p>	<p><input type="checkbox"/> The school leadership must work with the community to fill all vacant SIC positions.</p> <p><input type="checkbox"/> The school leadership must work with the community to ensure that the SIC meets at least monthly.</p> <p><input type="checkbox"/> The school leadership must work with the community to establish a SIC that has appropriate representation and meets at least monthly to focus on school and student performance.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Broker the services of the South Carolina School Improvement Council (SCSIC) to provide information and/or workshops on developing a School Improvement Council that is effective.</p> <p><input type="checkbox"/> Broker the services of SCSIC to provide annual SIC training.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 11.2	<p>The SIC meetings always include a review of the progress in meeting the goals and objectives found in the school renewal plan, and subcommittees (work groups) are formed to address specific student focused goals.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> On occasion, the SIC meetings include a review of the progress made in meeting the goals and objectives found in the school renewal plan.</p> <p><input type="checkbox"/> The SIC meetings do not include a review of the progress made in meeting the goals and objectives found in the school renewal plan.</p> <p><input type="checkbox"/> Subcommittees are seldomly formed and are not focused on student performance.</p> <p><input type="checkbox"/> The SIC does not form subcommittees to address specific student focused goals.</p>	<p><input type="checkbox"/> The SIC leadership must ensure that each SIC meeting includes a review of the progress in meeting the goals and objectives found in the school renewal plan.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Broker the services of the SCSIC to provide information and/or workshops on developing a School Improvement Council that is effective.</p> <p><input type="checkbox"/> Broker the services of SCSIC to provide annual SIC training.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 11.3	<p>The SIC decisions are data-driven. SIC members review and analyze data to provide guidance and advise the school leadership.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> The SIC uses some data but does not base most decisions on solid data analysis.</p> <p><input type="checkbox"/> The SIC never reviews, analyzes, or uses data to make informed decisions.</p>	<p><input type="checkbox"/> The SIC leadership must implement processes and procedures for routinely reviewing and analyzing data and making data driven decisions.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Broker the services of SCSIC to provide information and/or workshops on developing a School Improvement Council that is effective.</p> <p><input type="checkbox"/> Broker the services of SCSIC to provide annual SIC training.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 11.4	<p>An annual school report to parents and constituents of the school is developed by the SIC and provides information on the school’s progress in meeting the school and district goals and objectives.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> The SIC provided some input into the annual school report to the parents and constituents but was not the primary author.</p> <p><input type="checkbox"/> The SIC was not involved in the annual school report to the parents and constituents.</p> <p><input type="checkbox"/> The narrative response does not address the specific factors or activities that support school progress and the barriers that inhibit progress.</p>	<p><input type="checkbox"/> The SIC and school leadership must ensure that the SIC develops the annual school report to parents and constituents.</p> <p><input type="checkbox"/> The school leadership must attend the SCSIC training session on writing the annual report.</p> <p><input type="checkbox"/> The principal, in conjunction with the SIC, must revise the existing narrative to address the specific factors or activities that support progress and the barriers that inhibit progress.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Broker the services of the South Carolina School Improvement Council (SCSIC) to provide information and/or workshops on developing a School Improvement Council that is effective.</p> <p><input type="checkbox"/> Broker the services of the South Carolina School Improvement Council (SCSIC) to provide the training session “Writing the Annual School Summary Report,” which includes</p> <ul style="list-style-type: none"> • Report purpose; • Steps to writing the report; and • Samples and information display. <p><input type="checkbox"/> Broker the services of SCSIC to provide annual SIC training.</p> <p><input type="checkbox"/> Provide guidance to the principal and the SIC in writing the written narrative response.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

FOCUS AREA: Leadership and Governance		
Number L&G 12	Reference 59-28-130 59-28-180	STANDARD: The school has programs and procedures established that heighten awareness of the importance of parent/family involvement in the education of their children.

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 12.1	<p>The school renewal plan includes parental involvement goals and objectives and an evaluation component for this program.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> The school renewal plan does not contain all the components of parental involvement to include goals and objectives and evaluation.</p> <p><input type="checkbox"/> The school renewal plan includes parental involvement goals and objectives and an evaluation component; however, they are not being properly implemented.</p> <p><input type="checkbox"/> The school renewal plan does not include parental involvement goals and objectives and an evaluation component for this program.</p>	<p><input type="checkbox"/> The school renewal plan must be revised to include parental involvement goals, objectives, and an evaluation component.</p> <p><input type="checkbox"/> The school leadership must take immediate steps to implement the goals, objectives, and evaluation component of the parental involvement program in the school renewal plan.</p> <p><input type="checkbox"/> The school leadership must develop and implement a parental involvement program as part of the school renewal plan.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Provide or broker guidance in the development of a parent involvement component for the district strategic plan and the school renewal plans.</p> <p><input type="checkbox"/> Provide or broker assistance to write the school renewal plans.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p> <p>Office of Parental and Community Partnerships</p> <p><input type="checkbox"/> Provide workshops on increasing community and parental involvement in school activities.</p> <p><input type="checkbox"/> Provide workshops on increasing school and business partnerships.</p> <p><input type="checkbox"/> Broker the services of, or partner with other agencies (SCSIC, PTA, etc) to address parental involvement.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 12.2	<p>Communication between the school and the students' homes is regular, two-way, and meaningful.</p> <p>Model schools communicate effectively with students' homes by establishing an active, two-way communication system that makes parents feel that they are partners in the education process. These schools keep families informed of relevant programs and share students' successes.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> Communication is one-way, from the school to families. There is not an active feedback process for families.</p> <p><input type="checkbox"/> The school has an established communication system; however, communication between the school and families is not sufficient.</p> <p><input type="checkbox"/> The school does not have an established communications system that is regular, two-way, and meaningful.</p>	<p><input type="checkbox"/> The school leadership must take action to establish two-way communication with families.</p> <p><input type="checkbox"/> The school leadership must take action to increase the frequency and content of communication with families.</p> <p><input type="checkbox"/> The school leadership must immediately develop and implement a communications system to families that is regular, two-way, and meaningful.</p>		<p>Office of Parental and Community Partnerships</p> <p><input type="checkbox"/> Provide information and/or conduct workshops on how to implement an effective parent/family communications system.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p> <p>Office of School Leadership</p> <p><input type="checkbox"/> Provide consultation and /or formal professional growth opportunities on effective parent and community relations.</p> <p><input type="checkbox"/> Offer priority enrollment for appropriate school leaders in the OSL continuum of leadership and services.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 12.3	<p>The school promotes parenting skills, which help parents to participate in their students’ learning and in volunteerism. Parents are respected as full partners in the decisions that affect children and families.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> The school provides some services and programs for parents; however, these parenting programs do not provide adequate services for families.</p> <p><input type="checkbox"/> The school does not promote and support parenting skills.</p> <p><input type="checkbox"/> The school does not regularly include parents in the student learning process.</p> <p><input type="checkbox"/> The school does not include parents in the student learning process.</p> <p><input type="checkbox"/> The school is not welcoming to parents and does not have an established volunteer program.</p> <p><input type="checkbox"/> The school does not have a variety of volunteer opportunities that provides for maximum volunteerism.</p> <p><input type="checkbox"/> The school is not welcoming to parents and does not have an established volunteer program.</p> <p><input type="checkbox"/> The school does not regularly include parents in the decision-making process or decisions that affect children and families.</p> <p><input type="checkbox"/> Parents are not partners in the decisions that affect children and families.</p>	<p><input type="checkbox"/> The school leadership must develop and implement parenting programs that provide adequate services to promote and support parenting skills.</p> <p><input type="checkbox"/> The school must develop and implement procedures that encourage parents to play an integral role in assisting student learning. The school leadership must ensure that the school culture is family friendly.</p> <p><input type="checkbox"/> The school leadership must immediately take action to ensure that the school welcomes parents and encourages their support and assistance. The school leadership must also develop and implement a volunteer program that provides maximum opportunities for families to volunteer.</p> <p><input type="checkbox"/> The school leadership must develop and implement policies and procedures to ensure that parents are full partners in the decisions that affect children and families.</p>		<p>Office of Parental and Community Partnerships</p> <p><input type="checkbox"/> Provide information and/or conduct workshops on how to implement an effective parenting program.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 12.4	<p>The school builds relationships with community organizations and businesses which result in community resources being used to strengthen schools, families, and students.</p> <p>Model schools build community and business partnerships that are mutually beneficial and structured to connect individuals, not just institutions. These connections enable the power of the school and community to be unleashed.</p> <p>There is an existing or developing early childhood advisory committee within the school district consisting of parenting/family literacy, childcare staff, and Head Start staff.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> The school has built some relationships with community organizations or businesses; however, these relationships have not resulted in community resources being used to strengthen schools, families, and students.</p> <p><input type="checkbox"/> The school has not built relationships with community organizations and businesses.</p>	<p><input type="checkbox"/> The school leadership must review existing relationships with community organizations or businesses to determine how they can be improved, focusing on how community resources can be used to strengthen schools, families, and students.</p> <p><input type="checkbox"/> The school leadership must immediately develop and implement a community relation plan that establishes relationships with community organizations and businesses and results in community resources being used to strengthen schools, families, and students.</p> <p><input type="checkbox"/> The school leadership must work with the early childhood advisory committee to ensure vertical alignment with all collaborative partnerships who are concerned with education.</p>		<p>Office of Parental and Community Partnerships</p> <p><input type="checkbox"/> Provide information and/or conduct workshops on how to implement an effective community involvement program.</p> <p>Office of Early Childhood Education</p> <p><input type="checkbox"/> Provide oversight and direction to the early childhood advisory committee.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p> <p>Office of School Leadership</p> <p><input type="checkbox"/> Provide consultation and /or formal professional growth opportunities on effective parent and community relations.</p> <p><input type="checkbox"/> Offer priority enrollment for appropriate school leaders in the OSL continuum of leadership and services.</p>

FOCUS AREA: Leadership and Governance		
Number L&G 13	Reference 59-18-110 59-18-700 59-20-60 59-29-180 Achieving Model School Library Media Centers	STANDARD: The library media center program contributes to improving school and student performance.

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 13.1	<p>Collaborative planning exists between the library media specialist and the classroom teachers. The library media specialist actively works in partnership with the classroom teachers to link information literacy, technology, and academic content to improve student learning.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> The library media specialist works somewhat in partnership with classroom teachers to link information literacy, technology, and academic content.</p> <p><input type="checkbox"/> No collaborative planning exists between the library media specialist and the faculty.</p> <p><input type="checkbox"/> The library media specialist informally collects data and provides information to the school leadership concerning student performance.</p>	<p><input type="checkbox"/> The school leadership must take steps to ensure that collaborative partnerships involving the planning, delivery, and evaluation of lessons linking information literacy, technology, and academic content exist between the classroom teachers and the library media specialist.</p> <p><input type="checkbox"/> The school leadership must take steps to ensure that collaborative partnerships between the classroom teachers and the library media specialist involve the joint evaluation of student learning for each collaborative lesson or unit.</p> <p><input type="checkbox"/> The library media specialist must take steps to develop a formal system for collecting and analyzing data to demonstrate the effect of the library media program on student learning and achievement.</p> <p><input type="checkbox"/> The library media specialist must take steps to develop a formal system for reporting the results of the student achievement impact studies to the school leadership.</p>		<p>Office of Technology (School Library Media Services)</p> <p><input type="checkbox"/> Provide information on the role and responsibilities of the administration in establishing collaborative partnerships between classroom teachers and the library media specialist.</p> <p><input type="checkbox"/> Provide information on the roles and responsibilities of the library media specialist and classroom teachers in establishing and maintaining productive collaborative partnerships.</p> <p><input type="checkbox"/> Provide professional development on curriculum design to develop lesson plans linking information literacy, technology education, and academic content through the use of <i>IMPACT</i>, the SDE’s information literacy and technology integration guide.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
				<input type="checkbox"/> Provide guidelines and training on collecting data to demonstrate the effect of the library media program on student learning. <input type="checkbox"/> Provide guidelines and training on analyzing the data and developing reports for the school leadership illustrating the direct connection between school library media centers and student achievement. Office of School Quality <input type="checkbox"/> Monitor the implementation of the recommendation of the external review team.
L&G 13.2	<p>The library media center’s resource collection is a balanced, carefully selected, and systematically organized collection of print and electronic resources sufficient in quantity and quality to meet the information and recreational reading needs of the school community. The library media center’s resource collection is continuously monitored for currency and relevancy.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> The library media center’s overall print collection is not current and up-to-date, excluding print copies or audiotapes of</p>	<p><input type="checkbox"/> The school leadership must review and revise the existing funding procedures to ensure appropriate allocation to the library media center for collection development – that is, the acquisition of new resources to ensure a current collection that is aligned with the school curriculum.</p> <p><input type="checkbox"/> The library media specialist must take immediate steps to establish and implement a collection development plan to address updating the collection, increasing the size of the collection, and matching the collection to the school’s curriculum and reading program.</p> <p><input type="checkbox"/> The library media specialist must take immediate steps to analyze the collection and to use that analysis for collection development to establish and maintain an updated resource collection that is matched to the school’s curriculum and that will support the school’s</p>		<p>Office of Technology (School Library Media Services)</p> <p><input type="checkbox"/> Provide guidelines on conducting a needs assessment with students and faculty.</p> <p><input type="checkbox"/> Provide assistance to the library media specialist in creating a collection development policy, including weeding the collection to eliminate outdated and obsolete materials.</p> <p><input type="checkbox"/> Provide assistance to the library media specialist in developing and implementing a collection development policy.</p> <p><input type="checkbox"/> Provide assistance to the library media specialist in conducting a collection</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
	<p>textbooks.</p> <ul style="list-style-type: none"><input type="checkbox"/> The library media center does not have plans in place for the teachers and students to offer suggestions for additions to the overall collection.<input type="checkbox"/> The library media center’s overall collection does not provide plans for collection analysis, including weeding the collection to remove outdated and worn materials.<input type="checkbox"/> The library media center’s overall collection is not reflective of the diversity of instructional needs, as well as the diversity of the student population.<input type="checkbox"/> The library media center’s overall collection is not grade and age appropriate for the student population.<input type="checkbox"/> The library media center’s overall collection does not include professional resources to support the professional development needs of the school’s certified personnel.	<p>reading program.</p> <ul style="list-style-type: none"><input type="checkbox"/> The library media specialist and library media center advisory committee must take immediate steps to develop and implement a plan for faculty input into collection development activities.		<p>analysis and using the results to establish and maintain a resource collection that is current and that meets the information and recreational reading needs of the school community in accordance with the collection development policy.</p> <ul style="list-style-type: none"><input type="checkbox"/> Provide assistance to the library media specialist in developing a proposed budget to support collection development to establish and maintain a current collection that meets the information and recreational reading needs of the school community. <p>Office of School Quality</p> <ul style="list-style-type: none"><input type="checkbox"/> Monitor the implementation of the recommendations of the external review team.

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 13.3	<p>The library media program contributes to improved student achievement by supporting the school’s reading program through encouraging reading for information and recreation by all students by offering a variety of reading materials and reading activities.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> The library media program does not offer state and national reading programs for student participation.</p> <p><input type="checkbox"/> The library media program does not promote local reading-related activities and events.</p> <p><input type="checkbox"/> The library media program does not support collaborative efforts between the classroom teachers and the library media specialist to support and encourage reading.</p> <p><input type="checkbox"/> The library media center is not involved in the school-wide reading program.</p>	<p><input type="checkbox"/> The school leadership must take steps to implement a school-wide reading program.</p> <p><input type="checkbox"/> The school leadership must take steps to establish collaborative planning between the classroom teachers, literacy coach, reading specialist, and the library media specialist for developing a plan for students to participate in the identified state and national reading programs and to plan and implement locally developed activities and events to encourage and promote reading school wide.</p> <p><input type="checkbox"/> The school leadership must take steps to include the library media program as part of the school-wide reading plan beyond the library media specialist’s managing the school’s computerized reading incentive program (e.g., Accelerated Reader, Reading Counts).</p>		<p>Office of Technology (School Library Media Services)</p> <p><input type="checkbox"/> Provide assistance to the library media specialist in identifying state and national reading programs for student participation.</p> <p><input type="checkbox"/> Provide assistance to the library media specialist in developing local reading activities (e.g., booktalks, displays, student reviews, author visits, family literacy nights).</p> <p><input type="checkbox"/> Provide assistance to the library media specialist, principal, and classroom teachers on establishing collaborative partnerships to plan and implement school-wide reading activities.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the external review team.</p>

FOCUS AREA: Leadership and Governance		
Number L&G 14	Reference 59-59-20 59-59-50 59-59-80 59-59-90 59-59-100 59-59-105 59-59-120 59-59-140 59-59-200 59-52-160 59-17-135	STANDARD: The school(s) and district offer a curriculum, aligned with state content standards, organized around a career cluster system that provides students with both strong academics and real-world problem solving skills. Students must be provided individualized educational, academic, and career-oriented choices and greater exposure to career information and opportunities. This system must promote the involvement and cooperative effort of parents, teachers, and school counselors in assisting students in making these choices, in setting career goals, and in developing individual graduation plans to achieve these goals. *Indicators under this standard should be reviewed for schools as indicated. HS = High Schools, CC = Career Centers, MS = Middle Schools, MS/CATE = Middle Schools that have Career and Technology Education (CATE) programs, ES = Elementary Schools

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 14.1	* Review for ES – Grades 1–5 The district and elementary school(s) have integrated the SDE's school guidance and counseling program model, along with career awareness exploration activities, into the curricula for students in grades one through five. [Reference: Section 59-59-80-EEDA and appropriate content in the EEDA Guidelines] Findings: <input type="checkbox"/> Not applicable <input type="checkbox"/> The above indicator is fulfilled. <input type="checkbox"/> The above indicator is unfulfilled. <input type="checkbox"/> The SDE's school guidance and counseling	<input type="checkbox"/> The district and elementary school(s) must continue to take action to integrate the SDE's school guidance and counseling program model, along with career awareness exploration activities, into the curricula for students in grades one through five. <input type="checkbox"/> The district and elementary school(s) must develop a plan to integrate the SDE's school guidance and counseling program model, along with career awareness exploration, activities into the curricula for students in grades one through five.		Office of Career and Technology Education <input type="checkbox"/> Provide staff development on integrating the SDE's school guidance and counseling program model, along with career awareness exploration activities, into the curricula for students in grades one through five. Office of School Quality <input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.

Number	Indicator	Recommendations	Time Frames	Technical Assistance
	<p>program model, along with career awareness exploration activities, has been integrated into the curricula for students in some, but not all, of grades one through five.</p> <p><input type="checkbox"/> The SDE's school guidance and counseling program model, along with career awareness exploration activities, has not been integrated into the curricula for students in grades one through five.</p>			

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 14.2	<p>* Review for MS – Grades 6, 7, and 8</p> <ul style="list-style-type: none"> Students in the sixth, seventh, and eighth grades are provided counseling and career awareness programs on clusters of study. <p>The clusters of study are as follows:</p> <ol style="list-style-type: none"> (1) agriculture, food, and natural resources; (2) architecture and construction; (3) arts, audio-video technology, and communications; (4) business, management, and administration; (5) education and training; (6) finance; (7) health science; (8) hospitality and tourism; (9) human services; (10) information technology; (11) law, public safety, and security; (12) manufacturing; (13) government and public administration; (14) marketing, sales, and service; (15) science, technology, engineering, and mathematics; and (16) transportation, distribution, and logistics. <ul style="list-style-type: none"> Students receive career interest inventories and information to assist them in the career decision-making process. <p>[Reference: Sections 59-59-50 and 59-59-90-EEDA and appropriate content in the EEDA Guidelines]</p>	<p><input type="checkbox"/> The school leadership must continue to take action to provide students in the sixth, seventh, and eighth grades with counseling and career awareness programs on clusters of study.</p> <p><input type="checkbox"/> The school leadership must develop a plan to ensure that students in the sixth, seventh, and eighth grades are provided with counseling and career awareness programs on clusters of study.</p> <p><input type="checkbox"/> The school leadership must continue to take action to provide career interest inventories and information to assist students in grades six, seven and eight in the career decision-making process.</p> <p><input type="checkbox"/> The school leadership must develop a plan to ensure that students in the sixth, seventh, and eighth grades are provided career interest inventories and information to assist them in the career decision-making process.</p>		<p>Office of Career and Technology Education</p> <p><input type="checkbox"/> Provide staff development on counseling, career awareness programs on clusters of study, and career interest inventories.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
	<p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> Counseling and career awareness programs on clusters of study are provided for students in some, but not all, of grades six, seven and eight.</p> <p><input type="checkbox"/> Counseling and career awareness programs on clusters of study are not provided for students in grades six, seven and eight.</p> <p><input type="checkbox"/> Career interest inventories and information to assist students in the career decision-making process are provided for students in some, but not all, of grades six, seven and eight.</p> <p><input type="checkbox"/> Career interest inventories and information to assist students in the career decision-making process are not provided for students in grades six, seven and eight.</p>			

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 14.3	<p>* Review for MS – Grade 8</p> <ul style="list-style-type: none"> Before the end of the second semester of the eighth grade, eighth grade students, in consultation with their parents, guardians, or individuals appointed by the parents or guardians, shall select a preferred cluster of study and develop an individual graduation plan (IGP). An individual graduation plan is a student-specific educational plan detailing the courses necessary for the student to prepare for graduation and to successfully transition into the workforce or postsecondary education. An individual graduation plan must <ol style="list-style-type: none"> (1) align career goals and a student's course of study; (2) be based on the student's selected cluster of study and an academic focus within that cluster; (3) include core academic subjects, which must include, but are not limited to, English, math, science, and social studies to ensure that requirements for graduation will be met; (4) include experience-based, career-oriented learning experiences including, but not limited to, internships, apprenticeships, mentoring, co-op education, and service learning; (5) be flexible to allow change in the course of study but be sufficiently structured to meet graduation requirements and 	<p><input type="checkbox"/> The school leadership must continue to take action to provide students with the opportunity to select a preferred cluster of study and develop an individual graduation plan (IGP) before the end of the second semester of the eighth grade.</p> <p><input type="checkbox"/> The school leadership must develop a plan to ensure that students are provided with the opportunity to select a preferred cluster of study and develop an individual graduation plan (IGP) before the end of the second semester of the eighth grade.</p>		<p>Office of Career and Technology Education</p> <p><input type="checkbox"/> Provide staff development on selecting a preferred cluster of study and developing an individual graduation plan (IGP).</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
	<p>admission to postsecondary education;</p> <p>(6) incorporate provisions of a student's individual education plan, when appropriate; and</p> <p>(7) be approved by a certified school guidance counselor and the student's parents, guardians, or individuals appointed by the parents or guardians to serve as their designee.</p> <ul style="list-style-type: none"> • The IGP has been developed, utilizing the following clusters of study: <ul style="list-style-type: none"> (1) agriculture, food, and natural resources; (2) architecture and construction; (3) arts, audio-video technology, and communications; (4) business, management, and administration; (5) education and training; (6) finance; (7) health science; (8) hospitality and tourism; (9) human services; (10) information technology; (11) law, public safety, and security; (12) manufacturing; (13) government and public administration; (14) marketing, sales, and service; (15) science, technology, engineering, and mathematics; and (16) transportation, distribution, and logistics. • The student, parent(s), guardian(s), or individuals appointed by the parents or 			

Number	Indicator	Recommendations	Time Frames	Technical Assistance
	<p>guardians to serve as their designee, and the school guidance staff approve the plan.</p> <p>[Reference: Sections 59-59-50, 59-59-90, and 59-59-140-EEDA and appropriate content in the EEDA Guidelines]</p> <p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> Eighth grade students in consultation with their parents, guardians, or individuals appointed by the parents or guardians select a preferred cluster of study and develop an individual graduation plan (IGP) before the end of the second semester of the eighth grade.</p> <p><input type="checkbox"/> Eighth grade students do not select a preferred cluster of study and do not develop an individual graduation plan (IGP) before the end of the second semester of the eighth grade.</p>			
L&G 14.4	<p>* Review for MS</p> <ul style="list-style-type: none"> Every middle school student is provided with the services of a career specialist or a certified guidance counselor. The middle school career specialist has (1) obtained a bachelor's degree, (2) successfully completed the national Career Development Facilitator (CDF) certification 	<p><input type="checkbox"/> The school leadership must continue to take action to provide every middle school student with the services of a CDF-certified career specialist or a CDF-certified guidance counselor.</p> <p><input type="checkbox"/> The school leadership must develop a plan to ensure that every middle school student is provided with the services of a CDF-certified</p>		<p>Office of Career and Technology Education</p> <p><input type="checkbox"/> Monitor the services provided by the CDF-certified career specialist or CDF-certified guidance counselor.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
	<p>training and (3) works under the supervision of a certified guidance counselor. The certified guidance counselor has completed the Career Development Facilitator certification training. Activities of school guidance counselors and career specialists are limited to guidance and counseling, and they do not perform administrative tasks.</p> <ul style="list-style-type: none"> • To ensure the implementation and appropriate delivery of services, the career specialist shall <ol style="list-style-type: none"> (1) coordinate and present professional development workshops in career development and guidance for teachers, school counselors, and work-based constituents; (2) assist schools in promoting the goals of quality career development of students in kindergarten through twelfth grade; (3) assist school counselors and students in identifying and accessing career information and resource material; (4) provide educators, parents, and students with information on career and technology education programs offered in the district; (5) support students in the exploration of career clusters and the selection of an area of academic focus within a cluster of study; (6) learn and become familiar with ways to improve and promote career development opportunities within the district; (7) attend continuing education programs on the certified career development facilitator curriculum sponsored by the State; (8) assist with the selection, administration, and evaluation of career interest inventories; 	<p>career specialist or a CDF-certified guidance counselor.</p>		

Number	Indicator	Recommendations	Time Frames	Technical Assistance
	<p>(9) assist with the implementation of the district's student career plan or individual graduation plan;</p> <p>(10) assist schools in planning and developing parent information on career development;</p> <p>(11) coordinate with school counselors and administration career events, career classes, and career programming;</p> <p>(12) coordinate community resources and citizens representing diverse occupations in career development activities for parents and students; and</p> <p>(13) assist with the usage of computer assisted career guidance systems.</p> <p>[Reference: Sections 59-59-100, 59-59-105, and 59-59-120-EEDA and appropriate content in the EEDA Guidelines]</p> <p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> Every middle school student is not provided with the services of a CDF-certified career specialist or a CDF-certified guidance counselor.</p>			

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 14.5	<p>* Review for MS</p> <p>Each middle school shall have a student-to-guidance personnel ratio of three hundred to one. Guidance personnel include certified school guidance counselors and career specialists.</p> <p>[Reference: Section 59-59-100-EEDA and appropriate content in the EEDA Guidelines]</p> <p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> The school does not have a student-to guidance personnel ration of three hundred to one.</p>	<p><input type="checkbox"/> The school leadership must continue to take action to have a student-to guidance personnel ration of three hundred to one.</p> <p><input type="checkbox"/> The school leadership must develop a plan to ensure a student-to guidance personnel ration of three hundred to one.</p>		<p>Office of Career and Technology Education</p> <p><input type="checkbox"/> Monitor the student-to-guidance personnel ratio.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>
L&G 14.6	<p>* Review for MS</p> <p>Annual parent counseling conferences are scheduled to assist parents, guardians, or individuals appointed by the parents or guardians, and their children in making career choices and creating individual graduation plans. These conferences must include, but are not limited to, assisting the student in identifying career interests and goals, selecting a cluster of study and an academic focus, and developing an IGP.</p> <p>A mediation process must be developed, explained, and made available for conferences upon the</p>	<p><input type="checkbox"/> The school leadership must continue to take action to schedule annual parent counseling conferences to assist parents, guardians, or individuals appointed by the parents or guardians, and their children in making career choices and creating individual graduation plans.</p> <p><input type="checkbox"/> The school leadership must develop a plan to ensure that annual parent counseling conferences are scheduled to assist parents, guardians, or individuals appointed by the parents or guardians, and their children in</p>		<p>Office of Career and Technology Education</p> <p><input type="checkbox"/> Provide guidance in identifying career interests and goals, selecting a cluster of study and an academic focus, and developing an IGP.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
	<p>request of the parent or student in order to protect the interests of every student.</p> <p>[Reference: Section 59-59-160-EEDA and appropriate content in the EEDA Guidelines]</p> <p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> Annual parent counseling conferences are not scheduled to assist parents, guardians, or individuals appointed by the parents or guardians, and their children in making career choices and creating individual graduation plans.</p> <p><input type="checkbox"/> A mediation process has not been developed for conferences upon the request of the parent or student in order to protect the interests of every student.</p> <p><input type="checkbox"/> A mediation process has been developed, but is not explained or made available for conferences upon the request of the parent or student in order to protect the interests of every student.</p>	<p>making career choices and creating individual graduation plans.</p> <p><input type="checkbox"/> The school leadership must continue to take action to develop a mediation process for conferences requested by the parent or student in order to protect the interests of every student.</p> <p><input type="checkbox"/> The school leadership must develop a plan to ensure a mediation process for conferences requested by the parent or student in order to protect the interests of every student.</p>		

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 14.7	<p>* Review for HS</p> <p>All teachers, especially English/language arts, math, and science teachers, have been trained in contextual teaching methodology.</p> <p>[Reference: Section 59-59-200-EEDA and appropriate content in the EEDA Guidelines]</p> <p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> All teachers, especially English/language arts, math, and science teachers, have not been trained in contextual teaching methodology.</p>	<p><input type="checkbox"/> Each teacher, especially English/language arts, math, and science teachers, should be trained in contextual teaching methodology.</p> <p><input type="checkbox"/> Each teacher, especially English/language arts, math, and science teachers, use contextual teaching methodology in teaching the courses.</p>		<p>Office of Career and Technology Education</p> <p><input type="checkbox"/> Provide guidance on contextual teaching methodology for math, and science teachers.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 14.8	<p>* Review for ES, MS, HS, and CC</p> <p>A character education program has been implemented which incorporates character traits including, but not limited to the following: respect for authority and respect for others, honesty, self-control, cleanliness, courtesy, good manners, cooperation, citizenship, patriotism, courage, fairness, kindness, self-respect, compassion, diligence, good work ethics, sound educational habits, generosity, punctuality, cheerfulness, patience, sportsmanship, loyalty, and virtue.</p> <p>[Reference: Section 59-17-135(B)-EEDA and appropriate content in the EEDA Guidelines]</p> <p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> A character education program has not been implemented.</p>	<p><input type="checkbox"/> The school leadership must continue to take action to develop a character education program.</p> <p><input type="checkbox"/> The school leadership must develop a plan to implement a character education program.</p>		<p>Office of Safe Schools and Youth Services</p> <p><input type="checkbox"/> Provide staff development training in the development and implementation of a character education program.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

FOCUS AREA: Leadership and Governance		
Number L&G 15	Reference 59-63-1300 59-63-1310 59-63-1320	STANDARD: The school provides appropriate services to students who, for behavioral or academic reasons, are not benefiting from the regular school program or may be interfering with the learning of other students. * Review this standard for grades 6 – 12 only. ** District-driven with district responsibility

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 15.1	<p>An alternative school program is available for students who, for behavioral or academic reasons, are not benefiting from the regular school program or may be interfering with the learning of other students.</p> <p>** District-driven with district responsibility</p> <p>Findings:</p> <p>Comments for Consideration:</p>	Comments for Consideration:	District Responsibility	<p>Office of Safe Schools and Youth Services Resources</p> <ul style="list-style-type: none"> Assist districts with organizing or reorganizing alternative school programs. Provide districts with alternative school guidelines and regulations. Assist districts by providing information on working with difficult students. <p>Office of Technology Resources</p> <ul style="list-style-type: none"> Encourage and provide guidance on the use of alternative instructional delivery strategies. <p>Office of School Quality Resources</p> <ul style="list-style-type: none"> Broker or provide assistance with the evaluation of alternative school programs. Monitor the implementation of the recommendations of the ERT.

If an alternative school program is established, it must comply with the following indicators.

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 15.2	<p>Alternative school programs are operated at a site separate from other school buildings on campus or at a separate time from normal school hours, providing complete separation from other students (unless the school has a waiver from the SDE).</p> <p>** District-driven with district responsibility</p> <p>Findings:</p> <p>Comments for Consideration:</p>	<p>Comments for Consideration:</p>	<p>District Responsibility</p>	<p>Office of Safe Schools and Youth Services Resources</p> <ul style="list-style-type: none">• Assist districts with organizing or reorganizing alternative school programs.• Assist districts by providing information on alternative school law and guidelines.• Provide schools and districts with alternative school guidelines and regulations. <p>Office of School Quality Resources</p> <ul style="list-style-type: none">• Monitor the implementation of the recommendations of the ERT.

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 15.3	<p>The school has clear guidance and procedures for the referral of any student into an alternative school program, including</p> <ul style="list-style-type: none">• due process procedures,• consideration of the requirements of the IDEA, and• written and distributed academic and disciplinary policies. <p>Findings:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> The written guidelines and procedures do not contain due process procedures.</p> <p><input type="checkbox"/> The written guidelines and procedures do not contain consideration of the requirements of the IDEA.</p> <p><input type="checkbox"/> The written guidelines and procedures do not contain written and distributed academic and disciplinary policies.</p> <p><input type="checkbox"/> There are no written guidelines and procedures for the referral of students into an alternative program.</p>	<p><input type="checkbox"/> The school leadership must immediately revise and distribute guidelines and procedures for the referral of students into an alternative program ensuring that the guidelines include due process procedures.</p> <p><input type="checkbox"/> The school leadership must immediately revise and distribute guidelines and procedures for the referral of students into an alternative program ensuring that the guidelines include requirements of the IDEA.</p> <p><input type="checkbox"/> The school leadership must immediately revise and distribute written guidelines and procedures for the referral of students into an alternative program ensuring that the guidelines include academic and disciplinary policies.</p> <p><input type="checkbox"/> The school leadership must immediately establish guidelines and procedures for the referral of students into an alternative program including all of the areas addressed above.</p>		<p>Office of Safe Schools and Youth Services</p> <p><input type="checkbox"/> Audit alternative school programs for compliance to state guidelines.</p> <p><input type="checkbox"/> Provide guidance to districts for establishing alternative school programs.</p> <p><input type="checkbox"/> Provide schools and districts with alternative school guidelines and regulations.</p> <p>Office of Exceptional Children</p> <p><input type="checkbox"/> Provide guidance with regard to compliance and testing.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

FOCUS AREA: Leadership and Governance		
Number L&G 16	Reference 59-26-10 59-24-40	STANDARD: The principal fosters the success of all students by acting as the school’s instructional leader by leading the development, alignment, and implementation of the instructional and assessment strategies.

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 16.1	<p>The principal communicates the plan of action for achieving the school’s vision that focuses on student achievement.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> The school has a plan of action for achieving the school’s vision that reflects a focus on student achievement; however, it is not communicated to all key stakeholders.</p> <p><input type="checkbox"/> The school does not have a plan of action for achieving the school’s vision that reflects a focus on student achievement.</p>	<p><input type="checkbox"/> The principal must take immediate steps to communicate the school’s student focused plan of action for achieving the school’s vision to all key stakeholders.</p> <p><input type="checkbox"/> The principal must take immediate steps to develop and communicate a plan of action for achieving the school’s vision that is clear and reflects a focus on student achievement.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Provide guidance and/or workshops on the development and communication of the plan of action for achieving the school’s vision.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 16.2	<p>The principal routinely monitors teachers’ instructional practices to improve student achievement.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> The principal occasionally monitors teachers’ classroom instructional practices to improve student achievement.</p> <p><input type="checkbox"/> The principal does not monitor teachers’ classroom instructional practices.</p>	<p><input type="checkbox"/> The principal must take action to routinely monitor teachers’ classroom instructional practices to ensure they are focused on improving student achievement. Classroom instructional practices include the proper use of instruction linked to ongoing assessment. This is essential for principals of kindergarten and 1st grade teachers as they use the South Carolina Readiness Assessment.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p> <p>Office of Early Childhood Education</p> <p><input type="checkbox"/> Provide ongoing training in appropriate use of South Carolina Readiness Assessment.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
L&G 16.3	<p>The principal ensures that the delivery of instruction is aligned with the curriculum, and ensures that teachers use appropriate instructional strategies and multiple forms of assessment.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> Some, but not all, instructional delivery is aligned with the curriculum.</p> <p><input type="checkbox"/> Some, but not all, teachers use appropriate instructional strategies and multiple forms of assessment.</p> <p><input type="checkbox"/> The curriculum is aligned and teachers use appropriate instructional strategies; however, multiple forms of assessment are not employed.</p> <p><input type="checkbox"/> The principal does not ensure that instructional delivery is aligned with the curriculum, and teachers do not use appropriate instructional strategies and multiple forms of assessment.</p>	<p><input type="checkbox"/> The principal must take action to ensure that instructional delivery is aligned with the curriculum, and ensure that teachers use appropriate instructional strategies and multiple forms of assessment.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p> <p>Office of Curriculum and Standards</p> <p><input type="checkbox"/> Provide guidance and/or workshops on how to align instructional delivery with the curriculum and appropriate instructional strategies through working institutes, best practices seminars, and study groups.</p> <p>Office of School Leadership</p> <p><input type="checkbox"/> Provide training through SLEI-Technology Training in the use of PDAs to observe instruction for connection to the South Carolina standards.</p>
L&G 16.4	<p>The school has an Academic Leadership Team (ALT) consisting of key school personnel. The ALT meets on a regular basis to address instructional issues.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> The school has an ALT; however, membership</p>	<p><input type="checkbox"/> The principal must immediately create an Academic Leadership Team (ALT) consisting of key school personnel. The principal must ensure that the ALT meets on a regular basis and is focused on effectively addressing instructional issues.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Provide guidance and/or workshops on how to establish and effectively utilize an Academic Leadership Team (ALT).</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
	<p>does not consist of appropriate school personnel.</p> <p><input type="checkbox"/> The school has an ALT; however, the frequency of meetings is not sufficient to effectively address instructional issues.</p> <p><input type="checkbox"/> The school does not have an ALT consisting of key school personnel that meet on a regular basis to address instructional issues.</p>			
L&G 16.5	<p>The principal consistently uses student performance data to make instructional decisions.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> The principal does not routinely use student performance data to make instructional decisions.</p> <p><input type="checkbox"/> The principal does not use student performance data to make instructional decisions.</p>	<p><input type="checkbox"/> The principal must establish a data-driven decision-making process, which ensures that student performance data is consistently used when making instructional decisions.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Provide guidance and/or workshops on how to uses student performance data to make instructional decisions.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p> <p>Office of Safe Schools</p> <p><input type="checkbox"/> Provide multiple sessions on data-driven decision-making.</p> <p>Office of School Leadership</p> <p><input type="checkbox"/> Provide multiple sessions on data-driven decision-making.</p>



ERT Report Instrument

**Intervention and Assistance Program
Office of School Quality
Division of Curriculum Services and Assessment**



Curriculum and Instruction

Revised for School Year 2006–07

School: _____

FOCUS AREA: Curriculum and Instruction		
Number C&I 1	Reference 59-18-110	STANDARD: The curricula are aligned with the state academic standards, and implementation is annually reviewed and revised to address gaps in student academic performance.

Number	Indicator	Recommendations	Time Frames	Technical Assistance
C&I 1.1	<p>The curricula are aligned with state academic standards and are understood and used by teachers.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> Curricula are aligned; however, the majority of teachers do not evidence an understanding of the curricula.</p> <p><input type="checkbox"/> The majority of teachers use the designated curricula; however, it is not aligned to the state standards.</p> <p><input type="checkbox"/> There are no local curricula.</p>	<p><input type="checkbox"/> The school leadership must provide professional development and support to help teachers understand and properly use the curricula.</p> <p><input type="checkbox"/> The school leadership must direct the alignment of existing local curricula with state standards and must provide time and opportunity for teachers to develop the curricula.</p> <p><input type="checkbox"/> The school leadership must monitor the use of school curricula to include the component of cross-referencing with state standards.</p> <p><input type="checkbox"/> The school leadership must develop a plan and timeline for the development of local curricula that are aligned with state standards.</p>		<p>Office of Curriculum and Standards</p> <p><input type="checkbox"/> Provide professional development regarding the steps toward alignment of curriculum with standards.</p> <p><input type="checkbox"/> Provide professional development in standards implementation via evidence-based models in ELA, math, science, social studies, foreign languages, and the arts.</p> <p>Office of Technology</p> <p><input type="checkbox"/> Provide professional development in the use of The South Carolina Teaching Learning Connecting (SCTLc.com) Web site, with resources for the classroom.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
C&I 1.2	<p>The curricula are reviewed and revised to address identified gaps in student performance.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> The curricula are reviewed and revised; however, changes in the curricula are not based on identified gaps in student performance.</p> <p><input type="checkbox"/> There is no documentation to indicate that the curricula are reviewed and revised.</p> <p><input type="checkbox"/> There are no local curricula.</p>	<p><input type="checkbox"/> The school leadership must develop and implement a plan for the regular review and revision and/or modification of curricula on the basis of student performance data.</p> <p><input type="checkbox"/> The school leadership must develop a plan and timeline for development of local curricula that are aligned with state standards.</p>		<p>Office of Curriculum and Standards</p> <p><input type="checkbox"/> Provide professional development regarding the steps toward alignment of curriculum with standards.</p> <p><input type="checkbox"/> Provide professional development in standards implementation via evidence-based models in ELA, math, science, social studies, foreign languages, and the arts.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

FOCUS AREA: Curriculum and Instruction		
Number C&I 2	Reference 59-18-300	STANDARD: The school has established a systematic and ongoing assessment of all students. This system is used to determine student learning, diagnose class and individual student needs, and address those needs.

Number	Indicator	Recommendations	Time Frames	Technical Assistance
C&I 2.1	<p>The school leadership team organizes and facilitates activities that require teachers to include assessments as part of their overall instructional strategy.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> The school leadership team does not regularly organize and facilitate activities that foster the capacity of teachers to include assessments as part of their overall instructional strategy.</p> <p><input type="checkbox"/> The school leadership team does not organize and facilitate activities that foster the capacity of teachers to include assessments as part of their overall instructional strategy.</p> <p><input type="checkbox"/> The majority of teachers do not use a variety of classroom assessments (quizzes, tests, portfolios, etc.) and assessment techniques (multiple choice, short answer, extended response, projects, etc.) to reinforce current instruction and guide future instruction.</p>	<p><input type="checkbox"/> The school leadership team must organize and facilitate activities that require teachers to include assessments as part of their overall instructional strategy.</p> <p><input type="checkbox"/> The school leadership must establish and implement guidelines for teachers that require the use of a variety of classroom assessments (quizzes, tests, portfolios, etc.) and assessment techniques (multiple choice, short answer, extended response, projects, etc.) to reinforce current instruction and guide future instruction.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Provide information and/or workshops on assessment strategies.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p> <p>Office of Curriculum and Standards</p> <p><input type="checkbox"/> Provide information/workshops on classroom assessment strategies.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
C&I 2.2	<p>All students are given periodic comprehensive assessments (school level, district, and/or state benchmark tests) in core content areas throughout the school year to determine if they are mastering grade level standards.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> Some students receive periodic comprehensive assessments to determine if they are mastering grade level standards.</p> <p><input type="checkbox"/> Comprehensive assessments are not administered periodically.</p> <p><input type="checkbox"/> The school does not have a program that ensures that all students are given periodic comprehensive assessments (“benchmark tests”) in core content areas throughout the school year to determine if they are mastering grade level standards.</p>	<p><input type="checkbox"/> The school leadership must develop and implement a program that ensures that all students are given periodic comprehensive assessments (“benchmark tests”) in core content areas throughout the school year to determine if they are mastering grade level standards.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Provide information and/or workshops on how to conduct “benchmark” assessments.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
C&I 2.3	<p>Results from the periodic comprehensive assessments are analyzed, and the results from the analyses are used to identify specific student educational needs.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> Although some results are analyzed and may be used to identify specific student educational needs, this analysis is not a routine part of the assessment process.</p> <p><input type="checkbox"/> Results from the periodic comprehensive assessments are not analyzed.</p> <p><input type="checkbox"/> The school does not have a comprehensive assessments program in place.</p>	<p><input type="checkbox"/> The school leadership must institutionalize the data analysis process to ensure that comprehensive assessments are analyzed, and the results are used to identify specific student educational needs.</p> <p><input type="checkbox"/> The school leadership must develop and institutionalize a data analysis process that ensures that comprehensive assessments are analyzed, and the results are used to identify specific student educational needs.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Provide information and/or workshops on how to conduct and analyze “benchmark” assessments.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>
C&I 2.4	<p>Results from the periodic comprehensive assessments are analyzed, and the results from the analyses are used to guide and adjust implementation of school curriculum decisions.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> Although some results are analyzed and may be used to guide and adjust implementation of school curriculum decisions, this analysis is not a routine part of the curriculum development process.</p> <p><input type="checkbox"/> Results from the periodic comprehensive</p>	<p><input type="checkbox"/> The school leadership must institutionalize the data analysis process to ensure that comprehensive assessments are analyzed, and the results are used to guide and adjust implementation of school curriculum.</p> <p><input type="checkbox"/> The school leadership must develop and institutionalize a data analysis process that ensures that comprehensive assessments are analyzed, and the results are used to guide and adjust implementation of school curriculum.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Provide information and/or workshops on how to conduct and analyze “benchmark” assessments.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
	<p>assessments are not analyzed.</p> <p><input type="checkbox"/> The school does not have a comprehensive assessments program in place.</p>			
C&I 2.5	<p>Results from the assessments are analyzed, and the results from the analyses are used to guide instruction in the school’s academic assistance initiatives (i.e. homework center, tutoring program, etc.).</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> Although some results are analyzed and may be used to guide instruction in the school’s academic assistance initiatives (i.e. homework center, tutoring program, etc.) this analysis is not a routine part of the academic assistance initiatives development.</p> <p><input type="checkbox"/> Results from the periodic comprehensive assessments are not analyzed.</p> <p><input type="checkbox"/> The school does not have a comprehensive assessments program in place.</p>	<p><input type="checkbox"/> The school leadership must institutionalize the data analysis process to ensure that comprehensive assessments are analyzed, and the results are used to guide instruction in the school’s academic assistance initiatives (i.e. homework center, tutoring program, etc.).</p> <p><input type="checkbox"/> The school leadership must develop and institutionalize a data analysis process that ensures that comprehensive assessments are analyzed, and the results are used to guide instruction in the school’s academic assistance initiatives (i.e. homework center, tutoring program, etc.).</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Provide information and/or workshops on how to conduct and analyze “benchmark” assessments.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p> <p>Office of School Leadership</p> <p><input type="checkbox"/> Provide sessions on data-driven decision-making for principals, assistant principals, new principals, and district administrators.</p> <p><input type="checkbox"/> Provide consultation and/or formal professional growth opportunities on data-driven decision making.</p> <p><input type="checkbox"/> Offer priority enrollment for appropriate school leaders in the OSL continuum of leadership and services.</p>

FOCUS AREA: Curriculum and Instruction		
Number C&I 3	Reference 59-18-360 59-20-60 59-18-900	STANDARD: The curricula are assessed, monitored, and revised based upon the educational needs of students.

Number	Indicator	Recommendations	Time Frames	Technical Assistance
C&I 3.1	<p>Systematic procedures are in place to evaluate the effectiveness of the curricula on the basis of student needs and state assessment scores with key stakeholders involved.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> A procedure is in place; however, interviews and/or documentation (or the lack of documentation) suggest that student needs and state assessment data are not used to assess the effectiveness of curricula.</p> <p><input type="checkbox"/> There is no documentation to confirm that systematic procedures are in place to evaluate the effectiveness of the curriculum on the basis of student needs and state assessment scores.</p> <p><input type="checkbox"/> The curriculum development process does not involve staff, parents/guardians, members of the community, and students.</p> <p><input type="checkbox"/> There are no local curricula.</p>	<p><input type="checkbox"/> The school leadership must ensure that the school follows established procedure to evaluate the effectiveness of the curricula on the basis of student needs and state assessment scores.</p> <p><input type="checkbox"/> The school leadership must direct a systematic procedure to evaluate the effectiveness of the curricula on the basis of student needs and state assessment scores.</p> <p><input type="checkbox"/> The school leadership must direct the review of existing curricula with representation from staff, parents/guardians, members of the community, and parents. The school leadership should revise and/or modify existing curricula on the basis of the educational needs of the students.</p>		<p>Office of Curriculum and Standards</p> <p><input type="checkbox"/> Provide information regarding curriculum alignment.</p> <p><input type="checkbox"/> Provide information on effective curriculum review to all stakeholders.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Provide benchmark tests.</p> <p><input type="checkbox"/> Provide workshops on using benchmark tests.</p> <p><input type="checkbox"/> Provide or broker services to provide workshops on the curriculum development process.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
C&I 3.2	<p>Resources and administrative support for curriculum development, procurement, evaluation, and revision are provided.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> Resources for curriculum acquisition/ development, evaluation, and revision are inadequate.</p> <p><input type="checkbox"/> Administrative support for curriculum acquisition/development, evaluation, and revision are inadequate.</p> <p><input type="checkbox"/> Resources and administrative support for curriculum acquisition/ development, evaluation, and revision are not provided.</p> <p><input type="checkbox"/> There are no local curricula.</p>	<p><input type="checkbox"/> The school leadership must immediately acquire/develop and implement a process for resource allocation and administrative support for curriculum development and revision.</p>		<p>Office of Curriculum and Standards</p> <p><input type="checkbox"/> Provide information for training district administrators and teachers on curriculum review, evaluation, and revision.</p> <p>Office of School Leadership</p> <p><input type="checkbox"/> Provide the CP&L School Leadership Executive Institute component entitled “Data Driven Decision-making.”</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Broker services for consultants to do curriculum evaluation.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>
C&I 3.3	<p>Strategies, activities, materials, curriculum components, instruction, and assessments of each curriculum are revised to address gaps in student performance on state assessments.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> Curriculum revisions do not fully address gaps in student performance.</p> <p><input type="checkbox"/> Curriculum revisions do not address gaps in student performance on state assessments.</p> <p><input type="checkbox"/> There are no local curricula.</p>	<p><input type="checkbox"/> The school leadership must direct the revision of curricula using data from student performance on state assessments specifically focused on addressing gaps in student performance.</p>		<p>Office of Curriculum and Standards</p> <p><input type="checkbox"/> Provide information on curriculum alignment.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
C&I 3.4	<p>Disaggregated data are reviewed, analyzed, and used to plan for improvement.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> Disaggregated data are reviewed and analyzed; however, the results of the analyses are not used to plan for improvement.</p> <p><input type="checkbox"/> Disaggregated data are not reviewed, analyzed, and used to plan for improvement.</p>	<p><input type="checkbox"/> The school leadership must review existing process of data analysis and revise and/or modify to include the use of disaggregated data to plan for improvement.</p> <p><input type="checkbox"/> The school leadership must immediately establish a process to review, analyze and use disaggregated data to plan for improvement.</p>		<p>Office of School Leadership</p> <p><input type="checkbox"/> Provide the School Leadership Executive Institute component entitled “Data Driven Decision-Making.”</p> <p><input type="checkbox"/> Provide consultation and/or formal professional growth opportunities on time management and the principal as the instruction leader.</p> <p><input type="checkbox"/> Offer priority enrollment for appropriate school leaders in the OSL continuum of leadership and services.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Provide resources for systematic data analysis.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

FOCUS AREA: Curriculum and Instruction		
Number C&I 4	Reference 59-18-900	STANDARD: The school and/or district use data to improve its curricula and instruction.

Number	Indicator	Recommendations	Time Frames	Technical Assistance
C&I 4.1	<p>The school and district annually review longitudinal student performance data and use this information to evaluate the effectiveness of the existing programs. Curricula and instructional programs are adjusted, as necessary.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> Longitudinal student performance data is reviewed; however, curricula and instructional programs are not adjusted based on the review.</p> <p><input type="checkbox"/> Longitudinal student performance data is not reviewed.</p>	<p><input type="checkbox"/> The school and district leadership must direct the review and revision and/or modification of the current practice of evaluating longitudinal student performance data to include how data will be used to make changes to curricula and instructional programs.</p> <p><input type="checkbox"/> The school and district leadership must direct the annual review of longitudinal student performance data and the use of this information to evaluate the effectiveness of the existing programs and resulting revisions and/or modifications.</p>		<p>Office of Curriculum and Standards</p> <p><input type="checkbox"/> Provide information on curriculum alignment.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

FOCUS AREA: Curriculum and Instruction		
Number C&I 5	Reference 59-18-110 59-18-700 59-20-60	STANDARD: Each staff member and student has access to resources of the type and in the quantity needed to implement the curricula of the school effectively.

Number	Indicator	Recommendations	Time Frames	Technical Assistance
C&I 5.1	<p>Instructional materials, resources, and learning activities are aligned with the curricula and state standards; instructional equipment is appropriate to the curricula and is up-to-date; and students have the necessary learning materials.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> Instructional materials, resources, and learning activities are not aligned with the curricula and state standards.</p> <p><input type="checkbox"/> Instructional equipment is not appropriate to the curricula and is not up-to-date.</p> <p><input type="checkbox"/> Students do not have access to necessary learning materials.</p>	<p><input type="checkbox"/> The school leadership must direct a review of existing instructional materials, resources, and learning activities for alignment with curricula and state standards.</p> <p><input type="checkbox"/> The school leadership must determine a plan to replace instructional equipment that does not evidence alignment with curricula and state standards.</p> <p><input type="checkbox"/> The school leadership must review methods of allocation and revise and/or modify these methods to ensure appropriate provision of instructional materials and/or learning resources to all students.</p> <p><input type="checkbox"/> The district/school leadership must develop policies or procedures specifying that local instructional materials reflect the substance and level of performance outlined in the state standards.</p> <p><input type="checkbox"/> The district/school leadership must ensure that teachers have the instructional materials they need to successfully implement the curriculum.</p>		<p>Office of Curriculum and Instruction</p> <p><input type="checkbox"/> Provide information on the selection of appropriate instructional materials, resources, and learning activities.</p> <p>Office of School Leadership</p> <p><input type="checkbox"/> Provide new principals with training in the allocation of resources through the Leadership Academy’s Principal Induction Program.</p> <p><input type="checkbox"/> Provide consultation and/or formal professional growth opportunities on time management and the principal as the instruction leader.</p> <p><input type="checkbox"/> Offer priority enrollment for appropriate school leaders in the OSL continuum of leadership and services.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Provide training in developing guidelines for selecting appropriate materials and/or learning resources.</p> <p><input type="checkbox"/> Provide training in developing learning</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
				<p>activities that support alignment with state and local standards.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p> <p>Office of School Safe Schools and Youth Services</p> <p><input type="checkbox"/> Provide information/training to school counselors on the guidance curriculum standards, guidance activities, and the Correlation Brochure to State Standards.</p>
C&I 5.2	<p>Professional staff members are involved in the selection of quality instructional materials.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> Professional staff members are somewhat involved in the selection of instructional materials, but not in a systemic manner.</p> <p><input type="checkbox"/> Professional staff members are not involved in the selection of instructional materials.</p>	<p><input type="checkbox"/> The school leadership must develop and implement a system for the selection of quality instructional materials that includes participation of staff members.</p>		<p>Office of School Leadership</p> <p><input type="checkbox"/> Conduct the School Leadership Executive Institute for administrators, specifically the component entitled “Resource Allocation.”</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
C&I 5.3	<p>Instructional apparatus and equipment in all laboratories, resource centers, and classrooms are maintained in good working condition and are regularly updated to meet changing needs as described in the school renewal plan and/or the district strategic plan, and are routinely used by teachers.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> Instructional apparatus and equipment in laboratories, resource centers, and classrooms are updated; however, the updates do not keep pace with changing needs.</p> <p><input type="checkbox"/> Instructional apparatus and equipment in all laboratories, resource centers, and classrooms are not maintained in good working condition.</p> <p><input type="checkbox"/> Instructional apparatus and equipment in all laboratories, resource centers, and classrooms are regularly updated and maintained; however, teachers do not routinely use the labs.</p>	<p><input type="checkbox"/> The school leadership must revise and/or modify a maintenance plan to include a regular review of instructional apparatus and equipment in all laboratories, resource centers, and classrooms to ensure that these items are maintained in good working order and are updated regularly to meet changing needs, and are routinely used by teachers.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>



ERT Report Instrument

**Intervention and Assistance Program
Office of School Quality
Division of Curriculum Services and Assessment**

Professional Development

Revised for School Year 2006–07

School: _____

FOCUS AREA: Professional Development		
Number PD 1	Reference 59-24-50	CONTEXT: The context standards include learning communities, leadership, and resources and address the organization’s system and culture in which new learning will occur and be implemented.

Number	Indicator	Recommendations	Time Frames	Technical Assistance
PD 1.1	<p>Leadership - Skillful school and district leaders guide instructional improvement through the allocation of the appropriate resources and professional development that improves the learning of all students.</p> <p>Model schools have instructional leaders who promote teacher learning, provide opportunities to improve instruction (e.g. learning communities), create leadership opportunities among the staff, and coordinate resources to guide instructional improvement.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> The principal does not promote teacher learning.</p> <p><input type="checkbox"/> The principal does not provide opportunities to improve instruction (i.e., PD time for collaboration, peer observation, feedback).</p> <p><input type="checkbox"/> The principal does not create leadership opportunities among the staff (i.e., lead teacher, instructional coach, mentor).</p> <p><input type="checkbox"/> The principal does not coordinate resources (i.e., time and money) to guide instructional improvement.</p> <p><input type="checkbox"/> The principal does not take any action to guide instructional improvement through professional development that improves the learning of all students.</p>	<p><input type="checkbox"/> The principal must take action to promote teacher learning.</p> <p><input type="checkbox"/> The principal must take action to provide opportunities to improve instruction (i.e., PD, time for collaboration, peer observation, feedback).</p> <p><input type="checkbox"/> The principal must take action to create leadership opportunities among the staff (i.e., lead teacher, instructional coach, mentor).</p> <p><input type="checkbox"/> The principal must take action to coordinate resources (i.e., time and money) to guide instructional improvement.</p> <p><input type="checkbox"/> The principal must take action to guide instructional improvement through professional development that improves the learning of all students including all of the actions above.</p> <p><input type="checkbox"/> The school leadership must ensure that resources are allocated to facilitate professional development that provides collaboration with colleagues during the school day.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Provide guidance and/or training on the NSDC Standards for Staff Development.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p> <p>Office of School Leadership</p> <p><input type="checkbox"/> Provide consultation and/or formal professional growth opportunities on effective professional development programs.</p> <p><input type="checkbox"/> Offer priority enrollment for appropriate school leaders in the OSL continuum of leadership and services.</p>

FOCUS AREA: Professional Development		
Number PD 2	Reference 59-24-50	PROCESS: The process standards refer to the design and delivery of professional development. They describe the process used to acquire new knowledge and skills. Professional development should be data-driven and research-based, and have strong evaluation, design, learning, and collaboration components.

Number	Indicator	Recommendations	Time Frames	Technical Assistance
PD 2.1	<p>Data-driven - The school’s professional development improves the learning of all students by using disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.</p> <p>Model schools use all data (test scores, attendance, discipline, drop-out rate, retention rate, etc.) relevant to or impacting student learning to drive instructional decisions, determine the focus of adult learning, and evaluate the impact of professional development on student achievement.</p> <p>Model schools use all available early childhood data to develop support for the early childhood assets study that will lead to appropriate professional development of the early childhood staff.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> Student data is not analyzed continuously (at least 4 times a year) to monitor and adjust the instructional program.</p> <p><input type="checkbox"/> Disaggregated data is not used to determine</p>	<p><input type="checkbox"/> The school leadership must analyze student data continuously (at least 4 times a year) to monitor and adjust the instructional program.</p> <p><input type="checkbox"/> The school leadership must use disaggregated data to determine professional development needs.</p> <p><input type="checkbox"/> Teachers must analyze student data to determine whether professional development is having desired effects on student learning.</p> <p><input type="checkbox"/> The school leadership must take immediate steps to use a data-driven process to help improve the learning of all students including all of the actions above.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Provide guidance and/or training on the NSDC Standards for Staff Development.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p> <p>Office of School Leadership</p> <p><input type="checkbox"/> Provide consultation and/or formal professional growth opportunities on data-driven decision making.</p> <p><input type="checkbox"/> Offer priority enrollment for appropriate school leaders in the OSL continuum of leadership and services.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
	<p>professional development needs.</p> <p><input type="checkbox"/> Teachers do not analyze student data to determine whether professional development is having desired effects on student learning.</p> <p><input type="checkbox"/> Professional development does not use disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.</p>			

Number	Indicator	Recommendations	Time Frames	Technical Assistance
PD 2.2	<p>Evaluation - The school's professional development improves the learning of all students by using multiple sources of information to guide improvement and demonstrate its impact.</p> <p>Model schools evaluate the teachers' acquisition of new skills and knowledge, how this new learning affects teaching, and in turn, how new practices affect the learning of all students (i.e., surveys to determine the effectiveness of training, observations to evaluate the level of implementation and the students' results to determine the overall effectiveness of the professional development activities).</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> Surveys or discussions are not used to evaluate the effectiveness of professional development.</p> <p><input type="checkbox"/> Classroom observations are not used to evaluate the level of implementation of how new learning affects teaching practices.</p> <p><input type="checkbox"/> Students' work is not analyzed to evaluate how the changes in teachers' practices affects student learning.</p> <p><input type="checkbox"/> The school's professional development does not use multiple sources of information to guide improvement and demonstrate its impact.</p>	<p><input type="checkbox"/> The school leadership must use surveys or discussions to evaluate the effectiveness of professional development.</p> <p><input type="checkbox"/> The school leadership must use classroom observations to evaluate the level of implementation of how new learning affects teaching practices.</p> <p><input type="checkbox"/> Teachers and administrators must use students' work to evaluate how the changes in teachers' practices affect student learning.</p> <p><input type="checkbox"/> The school leadership must take immediate steps to include multiple sources of information to guide improvement and demonstrate the impact of professional development including all of the actions above.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Provide guidance and/or workshops on the NSDC Standards for Staff Development.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
PD 2.3	<p>Research-based - The school’s professional development improves the learning of all students by preparing educators to apply research to their decision making.</p> <p>Model schools use needs assessment results to research best practices/exemplary models before adopting programs to improve teaching and promote higher student achievement.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> Educational research is not used when selecting both content and processes for professional development (i.e., reading research reports, inviting consultants to the school, visiting schools).</p> <p><input type="checkbox"/> Educational research is not used to compare the students on whom the research was conducted with the students in their school.</p> <p><input type="checkbox"/> The school’s professional development does not, in any way, prepare educators to apply research to decision making.</p>	<p><input type="checkbox"/> The school leadership must use educational research when selecting both content and processes for professional development (i.e., reading research reports, inviting consultants to the school, visiting schools).</p> <p><input type="checkbox"/> The school leadership must use educational research to compare the students on whom the research was conducted with the students in their school.</p> <p><input type="checkbox"/> The school leadership must use educational research to prepare educators to apply research in their decision making, including the actions above.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Provide guidance and/or workshops on the NSDC Standards for Staff Development.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p> <p>Office of School Leadership</p> <p><input type="checkbox"/> Provide consultation and/or formal professional growth opportunities on research methodology.</p> <p><input type="checkbox"/> Offer priority enrollment for appropriate school leaders in the OSL continuum of leadership and services.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
PD 2.4	<p>Design - The school’s professional development improves the learning of all students by helping teachers use appropriate learning strategies that are aligned to the intended goal of the lesson.</p> <p>Model schools design professional development to enhance teachers’ current skills and help them acquire new skills. Support and follow-up are essential for the practices to become a routine part of teachers’ instructional repertoire (i.e. training can be combined with coaching, demonstration lessons, video models, collaboration, study groups, and action research).</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> Training, workshops, courses, and large group presentations are not provided to assist teachers in enhancing skills and/or acquire new skills.</p> <p><input type="checkbox"/> Professional development activities are not interactive (i.e., live video models, classroom demonstrations, coaching, study groups, or peer visits).</p> <p><input type="checkbox"/> Professional development activities are not designed to provide follow-up sessions throughout the school year.</p> <p><input type="checkbox"/> The school’s professional development does not, in any way, use learning strategies that are appropriate to the intended goal.</p>	<p><input type="checkbox"/> The school leadership must use training, workshops, courses, and large group presentations to assist teachers in enhancing skills and/or acquire new skills.</p> <p><input type="checkbox"/> The school leadership must use interactive professional development activities (i.e., live video models, classroom demonstrations, coaching, study groups, or peer visits).</p> <p><input type="checkbox"/> The school leadership must provide follow-up sessions to professional development activities throughout the school year.</p> <p><input type="checkbox"/> The school leadership must ensure that teachers use appropriate learning strategies that are aligned to the intended goal of the lesson, including the actions above.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Provide guidance and/or workshops on the NSDC Standards for Staff Development.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
PD 2.5	<p>Learning - The school’s professional development improves the learning of all students by applying knowledge about human learning and change.</p> <p>Model schools conduct professional development that incorporates the instructional methods teachers are expected to use in the classroom, while considering the career stages of the faculty and the impact of the change process.</p> <p>Findings:</p> <ul style="list-style-type: none"><input type="checkbox"/> The above indicator is fulfilled.<input type="checkbox"/> The above indicator is unfulfilled.<ul style="list-style-type: none"><input type="checkbox"/> Learning methods in professional development do not model the methods teachers are expected to use with their students.<input type="checkbox"/> Minimal opportunities are provided for teachers to practice new skills and receive feedback on their performance (i.e., active learning, reflection, demonstration lessons, observations).<input type="checkbox"/> Professional development activities do not use the skills and experience teachers possess at different points in their careers (i.e., coaches, mentors, master teachers, peer assistants).<input type="checkbox"/> The school’s professional development does not apply knowledge about human learning and change in any way.	<ul style="list-style-type: none"><input type="checkbox"/> The school leadership must ensure that learning methods taught during professional development sessions model the methods teachers are expected to use with their students.<input type="checkbox"/> The school leadership must provide maximum opportunities for teachers to practice new skills and receive feedback on their performance (i.e., active learning, reflection, demonstration lessons, observations).<input type="checkbox"/> The school leadership must incorporate professional development activities that use the skills and experience teachers possess at different points in their careers (i.e., coaches, mentors, master teachers, peer assistants).<input type="checkbox"/> The school leadership must apply knowledge about human learning and the change process to their professional development program, including the actions above.		<p>Office of School Quality</p> <ul style="list-style-type: none"><input type="checkbox"/> Provide guidance and/or workshops on the NSDC Standards for Staff Development.<input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.

Number	Indicator	Recommendations	Time Frames	Technical Assistance
PD 2.6	<p>Collaboration - The school’s professional development improves the learning of all students by providing educators with the knowledge and skills to collaborate.</p> <p>Model schools develop knowledge of strategies to monitor and improve group interactions, group decision-making strategies, group structures, stages of group development, conflict resolution, and effective interaction skills for team members.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> Professional development activities designed to instruct teachers how to collaborate is available in some, but not all, of the areas listed below.</p> <ul style="list-style-type: none"> • designing lesson plans • critiquing student work • analyzing data • principles of planning • conflict resolution • team building • group dynamics • formulating questions • evaluating information <p><input type="checkbox"/> The school’s professional development does not, in any way, provide educators with the knowledge and skills to collaborate.</p>	<p><input type="checkbox"/> The school leadership must provide educators with the knowledge and skills to collaborate by providing them with growth opportunities in the areas below.</p> <ul style="list-style-type: none"> • designing lesson plans • critiquing student work • analyzing data • principles of planning • conflict resolution • team building • group dynamics • formulating questions • evaluating information 		<p>Office of School Quality</p> <p><input type="checkbox"/> Provide guidance and/or workshops on the NSDC Standards for Staff Development.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p>

FOCUS AREA: Professional Development		
Number PD 3	Reference 59-24-50	CONTENT STANDARDS: The content standards refer to the actual skills and knowledge that effective educators need to produce higher levels of student learning. The standards include equity, quality teaching, and family involvement.

Number	Indicator	Recommendations	Time Frames	Technical Assistance
PD 3.1	<p>Equity - The school’s professional development improves the learning of all students by preparing educators to understand and appreciate all students; create safe, orderly, and supportive learning environments; and hold high expectations for students’ academic achievement.</p> <p>Model schools have professional development that helps teachers to understand the cognitive and social/emotional characteristics of students in order to provide all students with an appropriate curriculum, helps teachers to differentiate instruction based on student needs, and helps teachers to communicate high expectations for <u>all</u> students in an environment that is emotionally and physically safe.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> Professional development opportunities are not available to help teachers understand the general cognitive and social/emotional characteristics of the students they teach.</p> <p><input type="checkbox"/> Professional development opportunities are not available to provide differentiated learning activities and various ways to assess student</p>	<p><input type="checkbox"/> Professional development opportunities must be provided to help teachers understand the general cognitive and social/emotional characteristics of the students they teach.</p> <p><input type="checkbox"/> Professional development opportunities must instruct teachers on how to provide differentiated learning activities and various ways to assess student progress.</p> <p><input type="checkbox"/> Professional development activities must provide knowledge and skills on how to establish safe and orderly learning environments.</p> <p><input type="checkbox"/> The school leadership must prepare educators to understand and appreciate all students; create safe, orderly and supportive learning environments; and hold high expectations for students’ academic achievement, including the actions above.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Provide guidance and/or workshops on the NSDC Standards for Staff Development.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p> <p>Office of School Leadership</p> <p><input type="checkbox"/> Offer priority enrollment for appropriate school leaders in the OSL continuum of leadership and services.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
	<p>progress.</p> <p><input type="checkbox"/> Professional development activities are not available to provide teachers knowledge and skills to establish safe and orderly learning environments.</p> <p><input type="checkbox"/> The school’s professional development does not in any way prepare educators to understand and appreciate all students; create safe, orderly and supportive learning environments; and hold high expectations for their academic achievement.</p>			
<p>PD 3.2</p>	<p>Quality Teaching - The school’s professional development improves the learning of all students by deepening educators’ content knowledge, providing them with research-based instructional strategies to assist students in meeting rigorous academic standards, and preparing them to use various types of classroom assessments appropriately.</p> <p>Model schools have teachers who participate in sustained, rigorous professional development for the subjects they teach. Teachers receive training relative to teaching, the means by which they assess student progress, and the research regarding human learning and development.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> Professional development activities are not available for teachers to deepen their understanding of the subject(s) they teach.</p>	<p><input type="checkbox"/> The school leadership must provide professional development activities that deepen teachers’ understanding of the subject(s) they teach.</p> <p><input type="checkbox"/> The school leadership must provide professional development activities that deepen teachers’ understanding of the strategies they use to teach those subjects.</p> <p><input type="checkbox"/> The school leadership must provide professional development activities that deepen teachers’ understanding of the way in which they assess student progress.</p> <p><input type="checkbox"/> The school leadership must provide professional development activities that deepen teachers’ understanding of the instructional approaches they will use with their students (i.e., workshops/courses with classroom follow-up, participation in study groups, visit high performing classrooms, observe demonstration lessons, classroom coaching).</p> <p><input type="checkbox"/> The school leadership must provide professional development activities that deepen educators’ content</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Provide guidance and/or workshops on the NSDC Standards for Staff Development.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p> <p>Office of School Leadership</p> <p><input type="checkbox"/> Offer priority enrollment for appropriate school leaders in the OSL continuum of leadership and services.</p>

Number	Indicator	Recommendations	Time Frames	Technical Assistance
	<div><input type="checkbox"/> Professional development activities are not available for teachers to deepen their understanding of the strategies they use to teach.</div> <div><input type="checkbox"/> Professional development activities are not available for teachers to deepen their understanding of the way in which they assess student progress.</div> <div><input type="checkbox"/> Professional development activities are not available for teachers to deepen their understanding of the instructional approaches they will use with their students (i.e., workshops/courses with classroom follow-up, participation in study groups, visit high performing classrooms, observe demonstration lessons, classroom coaching).</div> <div><input type="checkbox"/> The school’s professional development does not deepen educators’ content knowledge, providing them with research-based instructional strategies to assist students in meeting rigorous academic standards, and preparing them to use various types of classroom assessments appropriately.</div>	knowledge, providing them with research-based instructional strategies to assist students in meeting rigorous academic standards, and preparing them to use various types of classroom assessments appropriately, including the actions above.		

Number	Indicator	Recommendations	Time Frames	Technical Assistance
PD 3.3	<p>Family Involvement - The school’s professional development improves the learning of all students by providing educators with the knowledge and skills to involve families and other stakeholders appropriately.</p> <p>Model schools communicate and build partnerships with families and the community to increase home-school relationships that support student learning.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> Professional development activities designed to instruct teachers on how to involve families and other stakeholders are available in some, but not all, of the areas listed below.</p> <ul style="list-style-type: none">• Parenting• Communicating• Volunteering• Learning at Home• Decision Making• Collaborating with the Community <p><input type="checkbox"/> The school’s professional development does not provide educators with knowledge and skills to involve families and other stakeholders appropriately.</p>	<p><input type="checkbox"/> The school leadership must provide educators with the knowledge and skills to involve families and other stakeholders, including all of the areas below.</p> <ul style="list-style-type: none">• Parenting• Communicating• Volunteering• Learning at Home• Decision Making• Collaborating with the Community <p>(Note: See L&G 12 for more details on Parent/Family programs)</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Provide guidance and/or workshops on the NSDC Standards for Staff Development.</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p> <p>Office of School Quality</p> <p><input type="checkbox"/> Offer priority enrollment for appropriate school leaders in the OSL continuum of leadership and services.</p>

FOCUS AREA: Professional Development

Number PD 4	Reference 59-26-40	STANDARD: The school has established programs that provide formal guidance to teachers and administrators on individual professional growth plans for teachers.
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Number	Indicator	Recommendations	Time Frames	Technical Assistance
PD 4.1	<p>Individual growth plans for teachers are supportive of the school renewal plan.</p> <p>Findings:</p> <p><input type="checkbox"/> The above indicator is fulfilled.</p> <p><input type="checkbox"/> The above indicator is unfulfilled.</p> <p><input type="checkbox"/> Individual growth plans generally support the school renewal plan but must be brought up to date to be more closely aligned.</p> <p><input type="checkbox"/> The individual growth plans for teachers do not support the school renewal plan.</p> <p><input type="checkbox"/> Teachers have not completed individualized professional growth plans.</p>	<p><input type="checkbox"/> The school leadership must review the individual growth plans for all teachers to ensure that they support the school renewal plan.</p> <p><input type="checkbox"/> The school leadership must direct all teachers to complete individualized professional growth plans that support the school renewal plan.</p>		<p>Office of School Quality</p> <p><input type="checkbox"/> Monitor the implementation of the recommendations of the ERT.</p> <p>Office of School Leadership</p> <p><input type="checkbox"/> Provide consultation and/or formal professional growth opportunities on individual professional growth plans.</p> <p><input type="checkbox"/> Offer priority enrollment for appropriate school leaders in the OSL continuum of leadership and services.</p>



ERT Report Instrument

**Intervention and Assistance Program
Office of School Quality**

Division of Curriculum Services and Assessment



Performance

Revised for School Year 2006–07

School: _____

FOCUS AREA: Performance Review for Schools Serving Grades Three Through Eight		
Number Per 1	Reference 59-18-310	<p>* Review: Schools that enroll students in grades three through eight use the PACT to measure the degree to which the students have mastered grade level standards in the core content areas.</p> <p>*This review should be for schools serving only grades three through eight.</p>

Number	Reference	Statement of Review/Findings
Per 1.1	59-18-310	<p>Findings:</p> <p>A review of the 2006 school report card indicates that the elementary or middle school has an absolute rating of ____.</p> <p>A review of the 2003 school report card indicates that the elementary or middle school had an absolute rating of ____.</p> <p>** Expected progress is determined by comparing the absolute rating of 2003 with the absolute rating of 2006.</p>
Per 1.2	59-18-310	<p>Findings:</p> <p>A review of the 2006 school report card indicates that the elementary or middle school has an improvement rating of ____.</p>

FOCUS AREA: Performance Review for Schools Serving Grades Nine Through Twelve		
Number Per 2	Reference 59-18-310	<p>* REVIEW: Schools that enroll students in grades nine through twelve use the HSAP results and 2006 eligibility for LIFE Scholarships (will be replaced by EOCEP data on the 2007 report card) to measure the degree to which the students have mastered grade-level academic standards in the core content areas. The following criteria are calculated to determine the absolute rating on the 2006 high school report card:</p> <ul style="list-style-type: none"> • Longitudinal Exit Exam Passage Rate (30%) • First-attempt HSAP Passage Rate (20%) • Eligibility for LIFE Scholarships (20%)** • Graduation Rate (30%) <p>* This review should be for schools serving only grades nine through twelve. ** Will be replaced in 2006-07 by % Scoring 70 or Above on End-of-Course Tests (20%)</p>

Number	Reference	Statement of Review/Findings
Per 2.1	59-18-310	<p>Findings:</p> <p>A review of the 2006 school report card indicates that the high school has an absolute rating of _____.</p> <p>A review of the 2003 school report card indicates that the high school had an absolute rating of _____.</p> <p>*** Expected progress is determined by comparing the absolute rating of 2003 with the absolute rating of 2006.</p>
Per 2.2	59-18-310	<p>Findings:</p> <p>A review of the 2006 school report card indicates that the high school has an improvement rating of _____.</p>

Comments

School:

District:

This section is not mandatory; however, it is available for any specific bulleted commendations or comments that would help improve student performance.

Commendations
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Comments
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